

SCHOOL LIFE

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Land-Grant Colleges in Rural Education

Rural Education Not Merely Training for Agriculture. Must Represent Cultural, Socializing, and Liberalizing Influences. Reconstruction of Rural Life Depends on Consolidation of Community Interests. Land-Grant Colleges Must Provide Teachers and Rural Leaders

By W. M. JARDINE
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WHOEVER writes the history of American agriculture and American rural life must, at the same time, write the history of the land-grant college. While an agricultural college was established in Maryland in 1856 and one in Michigan in 1857 before the Federal Government made any grants for agricultural and technical education, the United States land grants were responsible for the establishment and largely for the development of most of the colleges that have directed their attention to agriculture and rural life. Without these institutions the course of life on the farms of the United States would inevitably have been vastly different.

The system of education represented by the land-grant colleges was, not, it must be remembered, imposed upon the farmers from above. It was the definite response to their expressed needs and desires, though its development has been more significant and far-reaching than any of its original proponents dreamed. From Kentucky, New York, California, and other States there came in the late fifties petitions urging the appropriation of unoccupied lands for the support of agricultural and technical education. In speaking before the House of Representatives in 1857, Congressman Justin A. Morrill, of Vermont, therefore expressed not merely his own

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Collegiate Rank of the Normal School

Lengthening of Normal School Course Inevitable in Development of Public Education. Superintendents, Principals, and Teachers Should be Trained in Same Professional Atmosphere. For Teaching, Native Talent Must be Developed by Studies and Perfected by Experience

By DAVID FELMLEY
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IN ITS early days in New England the normal school confined its attention chiefly to the common branches, for little else was taught in the common schools. Secondary education 80 years ago was carried on almost exclusively in private academies. The normal schools of the Middle



An excellent example of a rural high school.

West began with a broader curriculum including the "higher branches" taught in the town and village schools 50 years ago. But the terms "common school" or "public school" have to-day a larger content than 80, 50, or even 20 years ago. The teacher in all grades has a broader field, needs a larger vision. The new researches, the new discoveries in science, the new impulses toward nature study springing from the needs of a better agriculture, the new demands for vocational training, the new problems in society, the new questions and duties in our international relations, the widening range of literature—all the stirring ideas

of our expanding civilization are pushing down into the common school. The training of teachers means more than it ever did before, and the normal school has a larger opportunity, a larger responsibility.

The normal school to live must grow; its ideals are not to be determined nor its activity bounded by the horizon of 20

Principal portions of an address before the Centennial Celebration of Teacher Training, Terre Haute, Ind., December 6, 1923.

years ago. The meaning of education has broadened with the increased complexity of modern life, the word "teacher" has a wider significance, and the term "normal school" must have an enlarging content commensurate with the expanding ideals of our education.

The normal school has in its history been a growing institution in attendance, in financial support, in public esteem, and in its standards. The one year beyond the elementary school required for its diploma in 1840 had grown to six years by the end of the century. In other words, in the length of its course it had become a junior college. Since 1900 more than half of our State normal schools have introduced full four-year curriculums beyond the four-year high-school course, and have become full-fledged colleges, so far as the length of their curriculums can make them such. In this period of 23 years we find that the per capita cost of public education has doubled, even after due allowance is made for the shrinkage in the purchasing power of the dollar. The number of students in our high schools has more than quadrupled. These are housed in our noblest buildings, finer than our churches or our courthouses. These new palatial structures are equipped with gymnasiums, furniture, apparatus, libraries, textbooks, victrolas, and appliances for visual education of a quality and extent undreamed of a quarter century ago. Is it expected that the one vital factor, the teacher, shall show no improvement?

Normal-School Expansion Means Greater Costs

This lengthening of the normal-school course to four years has been inevitable in the development of our public education. But this expansion of the normal school involves increased costs, just as the expansion of our public schools has involved increased costs. Better laboratories and libraries, better equipment and apparatus, better prepared and better paid professors are necessary. Consequently, this expansion in these days when the hard-pressed farmer is appealing for a reduction of taxes meets with resistance in the appropriations committees of our legislatures. The objection most frequently heard is that it is the distinct function of the normal school to train elementary teachers, that the training of high-school teachers, special teachers and supervisors of all kinds should be left to the colleges and universities. The vital question is: Is it for the best interest of the public school system as a whole that the normal school be thus limited to the preparation of elementary teachers?

The normal school is distinctly a professional school. The training which it gives, if it performs its proper function,

is distinctive in character and different in kind from that implied in general education. Only incidentally, not primarily, is a liberal education obtained in a normal school. The converse of this proposition is equally true, that adequate training for teaching as a profession can not be merely a feature of a course whose chief aim is a general education.

Teaching is a profession calling for the highest devotion, patriotism, and unselfish endeavor. Its professional spirit is a spirit of consecration. This spirit can not be developed in a school or department which is merely an adjunct of an institution whose chief interests are economic and industrial, or the mere development of personal culture.

Separate Training Begets Exclusive Castes

High-school teachers should be trained in the same environment as elementary teachers. Both need the same love of children, the same knowledge of the problems of childhood and youth. Both need a comprehension of the entire scheme of education provided by our public schools. To educate these teachers in separate schools with different aims, methods, standards, and traditions results in a serious break in spirit, in method, and in the character of the work as the child passes to the high school. Furthermore, this separate training begets an exclusive educational caste. Our schools are already suffering from the presence of this cleavage between the professional aristocracy of the high school and the commonality of the grades.

Principals and superintendents should be trained in a professional atmosphere where the same ideals are set up, the same philosophy expounded, the same principles and methods taught, as are taught to the teachers who are to work under their leadership.

Special Studies Vitrally Related to Other Branches

Special teachers of music, art, manual training, home economics, commercial branches, and the like, will prove more efficient when they study their specialties in vital relation to the other branches of the school curriculum.

Teachers of all grades can be best equipped in institutions whose faculties are in touch with the problems of childhood and adolescence, where all the instructors consider professional education of high value and where all the students look upon teaching as an occupation worthy of the highest talent, character, and attainment.

The public school is the nursery of our democracy. Its teachers ought to be thoroughly democratic in their convictions, sympathies, and behavior. For that reason they should be trained in

institutions where merit, not money, is the passport to popularity, where extravagant expenditure is so rare as to be unfashionable, and where exclusive social organizations do not flourish.

It is less expensive to the State, as well as to the parents, to educate teachers in the normal schools, where plain living and high thinking are still somewhat in vogue.

Most of the teachers in our better high schools are educated in colleges and universities. These institutions, through the North Central Association of Colleges and Secondary Schools, deny the accredited relation to high schools unless they employ teachers with degrees. This compels the prospective high-school teacher to attend college, but there is no requirement of any sort demanding that the prospective elementary teacher shall attend a normal school. The only inducement held out is the obtaining or renewing of a teacher's license without examination, or the prospect of obtaining a position in a school system where normal-school training is preferred. The vast majority of school boards do not require normal-school training. By most of them no recognition of such training is made in salary schedules. Where any recognition exists, two years at the normal school usually count for no more than two years of experience in teaching. That is, the teacher who spends \$1,200 or more on her normal-school course is in the same rank as the teacher who has earned \$1,500 or more while gaining her two years of experience.

Colleges Can Promise Desirable Positions

The college is able to say to the high-school graduate, "Come and spend four years with me and I can assure you a teaching position where pay is best, hours shortest, responsibility lightest, social position highest. Without me you can not get the position."

The normal school may say: "If you spend two years with me you will gain insight into your work, higher skill, keener interest, inner satisfaction; but I can promise you no light work, no pecuniary or social advantages because of your coming."

Normal schools in self-defense must continue to teach courses that will attract prospective high-school teachers and village principals.

In providing a four-year curriculum the teachers' college does not recommend that this length of professional preparation should always precede beginning to teach. As it is, about half of the young women graduating from the normal schools do not teach longer than six years. Two

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Music Taught Successfully in Rural Schools

Difficult Problem in One-Teacher School, but Practicable with Trained Teacher, Adequate Time Allotment, Suitable Song Material, Phonograph Records, and Competent Supervision. Conspicuous Instances of Success

By HOLLIS DANN

Director of Music, Pennsylvania State Department of Education

THE TERM "rural schools" as used in this article includes two types—(1) the borough or consolidated school, (2) the one-teacher school.

Music in the borough and consolidated school presents the same problems as are found in any other graded system. Given a teacher for each grade, or a teacher for each two grades, the standard procedure of graded systems may be followed. Only in the arrangements for supervision are there differences. Two, three or five boroughs or consolidated schools unite in employing the services of a supervisor, each sharing the cost in proportion to the time given to each school. Given an efficient supervisor, both vocal and instrumental music in the grades and high school can be carried on as successfully in the borough or consolidated school as in the city system. The glee club, orchestra, band, and community chorus function successfully in these rural schools. Indeed, the need for and appreciation of these organizations is greater than in the city. Examples of consolidated schools where vocal and instrumental music is taught with signal success are found in all parts of the country, proving beyond question the feasibility of a full-fledged music program in the borough and consolidated schools.

Most Difficult Phase of Rural Problem

Music in the one-teacher school is the most difficult phase of the rural problem. Since 1920 the writer has studied this feature of music particularly in the rural schools of Pennsylvania. Conditions surrounding the one-teacher school in Pennsylvania are typical. Therefore, the subject will be treated with particular reference to Pennsylvania. The situation will be stated as it was in 1920; the procedure believed to be essential will be described; the results already attained will be reviewed, and hopes for the future will be expressed.

Four years ago very few of the 9,200 one-teacher schools made any attempt to teach music. The State required no

musical training of its teachers, provided no way for them to get such training, and did nothing to promote music or art in the rural schools.

The Pennsylvania educational program adopted in 1920 and enacted into law by the 1921 legislature radically changed the official attitude toward music, art, and health, especially in the rural schools, for the dominant note in that program is "Equal educational opportunity for every child in the Commonwealth." Features of the 1921 code which directly affect music in the rural schools are as follows:

Features of Pennsylvania Code

1. Music must be regularly taught in every elementary school.
2. By September, 1927, every teacher must be a normal graduate or the equivalent, holding standard certification.
3. Definite musical training is made one of the requirements for every standard certificate.
4. The minimum salary of the rural teacher is \$100 per month; for the rural supervisor, \$130.
5. The minimum year for the one-teacher school is eight months.
6. The State pays 60 per cent of the salary of the rural teacher and supervisor. (The 1923 legislature increased this to 75 per cent for poor districts.)
7. Promotion of consolidated schools and State support of school-building construction.

These provisions of the school law made possible the taking of the steps necessary for music to function successfully in the rural schools.

The first and most important step is the musical training of the teacher. Prevalent theories to the contrary notwithstanding, there can be no music worth the name in a rural school or any other school with a teacher in charge who is musically illiterate. The music requirement for every certificate would have been a dead letter (as it is in several States) had not the State provided and required practical training for the teacher. This training is required throughout the course in the 14

normal schools and during the nine weeks summer sessions in these schools. Similar training is offered in extension courses, wherever 15 teachers ask for music. By means of this practical training our teachers are rapidly gaining the power and skill to teach music as well as they teach reading or arithmetic.

The future of music in the schools of Pennsylvania looks bright because of the splendid work which the normal schools are doing. From all parts of the State are coming enthusiastic reports of the excellent music teaching by recent normal graduates.

Effective Instruction in Teachers' Institutes

Supplementing these three forms of teacher training is sectional instruction in the county institutes and personal visits to the schools by the State director of music and his assistant. A member of the music staff giving practically her entire time to institutes and rural schools is receiving enthusiastic and wholehearted cooperation from county superintendents, teachers, and patrons. At the institutes the rural section is given several periods for music. The work is followed up by the member of the music staff visiting the rural schools of the county with the superintendent. After observing the specialist work with rural children for two weeks the superintendent is invariably enthusiastic concerning the music and more helpful and discriminating in his supervision of the work of his rural teachers.

The second essential condition for successful music teaching is an adequate time allotment. The department of public instruction prescribes 20 minutes daily. During the first year the entire one-teacher school forms one class in music. The singing for the first year is practically limited to songs, with especial attention to tone quality and to making the singing enjoyable and attractive. After a year of rote singing, ear training and sight reading are in order.

Advantages of Songbooks in Children's Hands

The third essential condition is suitable song material in the hands of the children. We now have in Pennsylvania a book of suitable and attractive songs especially prepared for rural schools. The attempt to teach a sufficient number of songs without books inevitably results in partial if not complete failure. The advantages of songbooks in the hands of children compared with committing words and music from hearing or from blackboard are:

1. At least five times the number of songs can be taught in a given time.
2. A large song repertoire can be gained with a great saving of time both in teaching the songs and in perfecting their rendition.

3. The songs are sung and played at home by the children and by other members of the family.

The fourth essential is a phonograph and suitable records. Most of the songs in the book referred to are recorded and the numbers of the records indicated below the title.

The phonograph is indispensable for song singing in the rural school. The record indicates the proper tempo, tone quality, phrasing, atmosphere, and pitch. The phonograph is also invaluable for marching, folk dances, and singing games, penmanship, and health exercises. Perhaps its greatest service is the opportunity it gives children to hear music—good music, attractive and interesting music. With a judicious selection of records intelligently used, the phonograph brings to the rural child the most valuable of all musical experiences—the hearing of much good music properly rendered. On this largely depends the education of his musical tastes and preferences, his enjoyment and appreciation of the art. We become musical by intelligent listening as well as by successful participation.

Rapid Improvement Follows Use of Phonograph

With the aid of the phonograph and with books in the hands of the children a large number of songs can be taught in a short period. At the rural section in a county institute early in September last, a member of the music staff expressed a wish to know what songs the children could sing by Christmas time. We were surprised a few days after Christmas to receive a large number of letters from children in the one-teacher schools of the county. The following letter is typical:

RED ROCK SCHOOL,
Stroudsburg, Pa., December 25, 1923.
DEAR MISS ———:

I have learned to sing the following selections:

The Dairy Maids; Now is the Month of Maying; Ol' Car'lina; I Saw Three Ships; My Old Kentucky Home; Rueben and Rachel; The Old Man Clothed in Leather; Flow Gently Sweet Afton; Loch Lomond; Old Folks at Home; Sweet and Low; Old Black Joe; Row Your Boat; Long, Long Ago; America; The Star Spangled Banner; Battle Hymn of the Republic; Columbia, the Gem of the Ocean; Good Morning to You; Baa, Baa, Black Sheep; Hey, Diddle, Diddle; Dickory, Dickory, Dock; The Child and Star; Little Bo-Peep; Storm and Sunshine; London Bridge; Round and Round The Village; The Mulberry Bush; Scotland's Burning; Three Blind Mice; and The English Carol.

I never had singing in school before and I am very grateful to you and Mr. Yetter for bringing music in our school.

I hope you will pay us another visit and hear us sing.

I wish you a Merry Christmas and a Happy and Prosperous New Year.

Yours truly,

HENRIETTA MAAS.

The fifth and last necessary condition insuring success is competent supervision. Several counties in the State have already adopted the township plan for supervision. One supervisor can supervise 40 or 50 teachers, a certain number of schools sharing pro rata in the salary, which should include an allowance for transportation.

Far-Reaching Results of Efficient Supervision

The direct and indirect results of efficient supervision upon the children, the school, the parents, and the community are vital and far-reaching. A typical example is that of a one-room school near the Teachers' College at Kearney, Nebr. The head of the department of music at the college accepted the invitation of the rural director to hold a "community sing" in the small, badly kept one-room building. Result: A packed house, raucous, noisy "singing" by eager, interested people. The teacher from the college devoted one afternoon each week to this school for the remainder of the year, with occasional evening "sings." The second year, because of the improvement of the teacher in charge, the visits were made but twice each month. At the beginning, 8 of the 28 children were unable to match tones.

At the end of the first year the following results were obtained:

1. Good tone quality.
2. A repertoire of 15 songs. (This number could have been trebled had the school been supplied with a suitable book.)
3. Twenty-seven of the 28 children singing.
4. A phonograph and 10 records in the school.
5. Folk games and dances in school and on the playground.
6. Great interest and enthusiasm in the music.

Transforms School and Community Spirit

At the end of the second year the school was divided into two groups. Group 1—grades 1 and 2; Group 2—grades 3 to 8. The repertoire of songs sung by Group 1 was larger than the previous year. Group 2 had largely increased their song repertoire, and had made a good start in ear training and sight reading. Nearly half the children had begun to take organ or piano lessons; musical programs were given during the year with the schoolhouse packed. The children sang for the Grange where several of the older children gave three-minute talks on music.

Before the end of the first year the utter inadequacy of the schoolhouse became more and more evident. Agitation for a new building increased. During

the second year a new \$6,000 school building, with a small library and stage available for plays, choruses, etc., was built. By dropping partitions, the stage was inclosed and made into two rooms, one for domestic science, the other for manual training. Now, after three years, piano classes, violin classes, and a community orchestra are thriving there. Music has transformed the spirit of the school and of the community.

Trained Leaders Produce Similar Results Anywhere

While visiting Kearney, the writer heard these rural children sing several groups of songs and learned at first hand of the remarkable results of the two years of music in this one-teacher school. What has been accomplished there is typical of a rapidly increasing number of schools. Similar results are possible wherever there is trained leadership; wherever there is a capable teacher and efficient supervision. The attempt to teach music in the rural schools, or in the city schools, without efficient supervision is sure to fail eventually. The quality of the music teaching in any type of school is directly proportional to the efficiency of the classroom teaching and the effectiveness of the supervision. Instructional supervision, vital and inspirational, is an essential part of any school music program.

There is no easy, short-cut way to secure successful music teaching in the rural schools. Neither is there any mystery or uncertainty about it. Given a musically capable teacher with adequate time allotment, suitable song material, a chromatic pitch pipe, a phonograph and a few carefully selected records, directed by an efficient supervisor, music in the borough, consolidated and one-teacher schools brings to the rural community life a new and priceless feature, enriching the school, the home, the church, and the community in general.

It is the business of the State to inaugurate this movement. Left to themselves the rural school authorities will not, indeed they can not, set up the necessary teaching and supervising standards, nor carry on the work unaided.

Necessity and Efficiency of State Program

The Pennsylvania plan, involving as it does the necessary legislation, setting up of certification standards, training of supervisors and teachers, supplying courses of study, and general supervision, seems already to have demonstrated the necessity and efficiency of a State program for music.

Is there any good reason why millions of boys and girls should grow into manhood and womanhood musically deaf and rhythmically dumb, just because they happen to live in the country?

Lessons in Birthdays of Lincoln and Washington

Practical Expressions of Patriotism Needed More than Information in Early Grades. Help Little Ones to Tell Joy of Personal Interest in National Affairs. Impromptu Pageant Often Suffices

By MARY G. WAITE

Assistant Specialist in Kindergarten Education, Bureau of Education

"**M**ORNING, Miss Smith. My brother says next week is Abraham Lincoln's birthday.

What are we going to make him?"

"Did you say it is your birthday, Abie?" asked another 5-year old.

"No. It's Abraham Lincoln's. He's our President."

"No, he isn't. George Washington is our President. My daddy said so," remarked a third.

"Yes, both George Washington and Abraham Lincoln are our Presidents and we have another now," answered Miss Smith, wondering if the idea back of the present tense and possessive pronoun were not after all the keynote of patriotism. This is our country. This is our school. He is our President. This is our flag. Always is, never just was—always ours, never just this! But her immediate problem was a practical one. How could she help these little ones feel the joy of personal ownership in this land of ours; help them begin to realize the great truths symbolized in its flag; and help them feel their responsibility for its growth in the virtues of liberty, equality of opportunity, justice, and service? The question kept ringing all through the discussion of the what and the how of this birthday present which the children felt should be different from those made for each other. Of course there were flags and pictures of Washington and Lincoln for the children to use. Later in the grades they would learn much about these great heroes, but now they needed information about them less than an immediate practical expression of patriotism.

Patriotic Exercises Center About the Flag

The answer came from the flag on its stand in the corner of the room. Each morning the children raised it and saluted it. Each afternoon the other group saluted and lowered it while the youngest assistant played the national anthem. Washington and Lincoln loved the flag and worked for what it symbolizes. With these thoughts as guides her questions and her suggestions in response to their questions helped the children find a birthday present they could give their President, Abraham Lincoln.

The children knew the need of traffic regulations, each in his turn having been

on duty and responsible for the safety of all the others. Once a child made a wrong turn in going to grandmother's, so he knew the comfort and help the big policeman can be. They knew policemen must be brave, just, and courteous. They knew the duties of the postmen, sanitary officers, school nurses, and doctors. They knew that principals and teachers are always ready to help and have interesting things to do. They knew that all these share in making our community a desirable place to live in and in making us feel that it is ours. They felt rather than knew that each has his work to do and also has the right to our respect because of his work and because he represents our Government in that particular activity. Last Armistice Day, before Thanksgiving, all these people were in a parade and, as he passed it, each saluted the flag floating above the town's "Honor Roll."

Birthday Present for Abraham Lincoln

As these things were talked over during the next few days the plans for Abraham Lincoln's birthday present grew until it became a pageant in its small way. Each child chose to be one of the people who, through his life and work, showed his love for the same flag Lincoln had so gloriously preserved. Nurses made aprons, cuffs, and caps of paper with real red crosses on them, police officers made badges, firemen and soldiers made distinctive hats, and the uniformed workers made badges and rosettes to wear in the parade.

The line of march was planned by the children, as well as the position of each participant and the speeches to be made. The children marched through the lower hall and into each of the primary rooms with a drummer boy recruited from one of the upper grades. After explaining that this was their way of giving a birthday present to Abraham Lincoln they saluted the flag, pledged allegiance to it, and marched away in dignified silence. Upon returning to their room they were gathered together to hear the story of the Little Hero of Harlem which was chosen as being the story of devotion to duty best suited to these children's needs.

This celebration gave the keynote for work during the next 10 days. Nurses wished a place to take "sick children";

New Reading Course on Preschool Problems

Parents and teachers are beginning to realize the importance of attending to health needs of children before they are old enough to go to school. They are learning that if the foundations of physical and mental health are laid during the preschool period, much of the remedial work that now constitutes the major part of school health work in many localities will be unnecessary, says the United States Bureau of Education, announcing a reading course for parents, entitled "Pathways to health." This course suggests about 40 recent books covering a few of the fundamentals of child health in a form easily understood. Among the topics treated are: How to judge the child's physical condition; the school lunch; the preschool child; sex and health; and community responsibility. Applications for this course should be addressed to the United States Bureau of Education, Washington, D. C.

Intensive Study of Rural Iowa Children

To study the effect of various influences on rural children, the child-welfare research station of the State University of Iowa is making a three-year investigation in a selected township typical of the farming region of the State. Every child in the community younger than 18 years will be studied, and an effort will be made to investigate every condition and institution that influences the life of the children. Such agencies as the home, the school, the church, near-by towns, and the social, agricultural, and economic organizations of the community will be studied by specialists in many fields, such as child psychology, medicine, nutrition, sociology, political science, education, and eugenics. Dr. Bird T. Baldwin, director of the child welfare station, is in charge of the investigation. The Laura Spelman Rockefeller Memorial Fund is helping to finance the work.

traffic officers mapped out intersecting roads; a fire department house grew into being as well as a school, a city hall, a church, a library, homes, and stores. When Washington's birthday arrived the civic center of the town was complete with a flag floating from each building. The primary children were invited to inspect it and all things were explained to them, even to stop-go signs, trash containers, and the pulley for lowering the big flag in the park.

"Beauty is its Own Excuse for Being"

Beauty Abounds in the Open Spaces. Life at School full of Opportunities for Art Teaching. Artistic Sense Should Appear in Surroundings, in Home Life, and in Apparel. Train Buying Public to Recognize Beautiful Products

By BERTHA R. PALMER

Assistant Superintendent of Public Instruction for North Dakota

"ONE CAN live without art—but not so well." Does this mean that art is to life as the frosting on the cake or the leaven in the loaf? Perhaps. Plain cake and flat bread will serve the purpose, but not so well. In our earnestness to put a money value upon education, art courses are manual and industrial, with the aim to develop creative power.

Thomas Mosher says, "It is given to few to create; to enjoy should be the inalienable birthright of all." The thought of art work should embrace the idea of learning to see beauty in tints and tones and color combinations, to feel the satisfaction attained in the rhythm and balance of line and mass arrangement, and to hear beauty in tone qualities and concordant sounds so that we may react to beauty and to the finer things of life and live in an atmosphere of true culture.

America needs American designers for American-made goods, but we also need an American buying public that knows beautiful, well-designed products, and that has a sympathetic understanding of beauty in art and in nature.

These statements, then, are my theme: Love of beauty can be cultivated only in the presence of beauty. Nature is the source of all principles of art. God's out-of-doors is the inexhaustible storehouse and stock room of suggestion and design. Life at school is full of unusual opportunities for art teaching. Here, in four sentences, is the challenge to the teacher and pupils who are so fortunate as to have the surroundings of the rural school, the school in the country.

First. Love of beauty can be cultivated only in the presence of beauty, and the source of all beauty is in the great open spaces. It is only in the country places one may experience "ten thousand

saw I at a glance tossing their sprightly heads in dance"; or find "each fir and pine and hemlock wearing ermine too dear for an earl"; or behold "like liquid gold the wheat fields lie, a marvel of yellow and russet and brown." The same beauty which has stirred the poet's soul to song has been the inspiration of the painter.

Second. Nature is the source of all art principles. The "curve of force," which is copied in vase forms and furniture was first seen in the graceful strength of every sprouting grass blade. The "line of



Becoming acquainted with pictures.

beauty" was discovered in the edges of lilac leaves, opening flowers, wings of flying birds, and forms of swimming fish. The designs for the Greek capitals were adapted from the spirals of shells, plant tendrils, and curling leaves. All the splendors and glories of harmonious color combinations were first experienced on spring days, in summer fields, over autumn landscapes, and sunset skies in evening quiet or tempestuous storm.

Third. God's out-of-doors is the inexhaustible storehouse and stock room for suggestion and design. It was here Da Vinci, Murillo, Turner, Corot, Millet, Inness, and others like them came for inspiration and were not disappointed.

Fourth. Life at school is full of un-

used opportunities for art teaching, for teaching to see with Wordsworth's "inward eye, which is the bliss of solitude."

This article attempts to show the value of emphasizing appreciation rather than skillfulness, to hint at the methods and aids to be used, and to point out the practical applications possible. The great text for this subject lies spread out all about the country school, if boys and girls and their teachers can only read its language.

'Nature is a picture book
In which all of us may look.
Fleecy cloud and azure sky,
Little rivers running by,
Tiny countries in the grass,
Where the jeweled beetles pass.
Free to all these pictures be,
Blessed those who learn to see.'

The first necessity in developing appreciation is to learn to see in order that later one may see to learn. This ability must be cultivated by a certain amount of doing, for every attempt

to do strengthens the observation. The most dominant element in our environment is color, but how few people are consciously sensitive to color influences. Simple landscape work in water color or crayon lends itself beautifully to these first lessons in learning to see. In reply to first questions about the landscape all about the country school, the answer is that the ground is green, the sky is blue. After simple instructions about making all strokes of brush or pencil from left to right, lay on blue for sky and green for ground. No

matter in what grade the attempt is made, as soon as the sheets are held up to view, training to see begins. A glance out of the windows and the pupils begin at once to suggest changes. The sky is not the same blue all over, but deeper at the "top," and lighter toward the sky line; the ground is not the same green all over, but lighter in the distance and darker in the foreground.

Second attempts are made to carry out these observations, and are held up to view when completed. Send the pupils to doors and windows to look out through half-closed eyes at the colors they are trying to reproduce. They are eager to report that the colors out of doors are all

lighter than they have used on the paper and are not even, but in some places the green is more yellow, and in others more blue; that bushes and trees are not solid green, but light and dark green, and light and dark blue-green, and lighter and darker yellow green. Other things are suggested, attempted, and seen, as at different time of day, and the different seasons.

Attempts at representing clouds come next. The discoveries are made that all clouds are not white, but tinted blue and gray and rose and violet. Attempts to paint a sunset sky results in seeing in the evening sky more tints and tones than have ever been known before, accompanied by the desire to know how to name these newly discovered colors, and a use for such descriptive terms as "fleecey," "feathery," "billowy," "lacy," "wind-blown scarfs," "rosy and violet veils." It is discovered that on rainy days the skies are not dead and lifeless gray, but blue-gray, violet-gray, rose-gray, light and dark, with "patches" of brighter color at noon and evening. Does some one ask, "And do the classes really paint pictures of skies which require these adjectives to describe them?" Some pupils produce very creditable results, but many do not. The point is that by having the hands attempting to do, the eyes have been trained by seeing what to do.

Increasing Ability to Select Essential Parts

There are other days when art work centers around sketching with pencil or brush, grasses, leaves, and flowers. Here again color dominates, but in order that the grass blades, leaf, or flower may "look right," attention must be given to the lines of direction and edges, and the mass form. It is soon discovered that much detail can be left out, by selecting characteristic parts. The ability to overlook the unimportant and select only the essential grows rapidly. Henry Turner Bailey says, "Taste develops gradually through the making of choices with reference to some ideal." Careful selections should be accomplished by some means of oral expression. These may be original or in word pictures furnished by the poets:

"Little gipsy dandelion dancing in the sun."

and

"The alder by the river shakes out her powdery curls."

and

"* * * the trees that stand like spear points high
Against the dark blue sky * * *"

Someone exclaims, "But, surely, you would not have us teach that everything in nature is beautiful, for there are so many ugly and imperfect things." Many things are ugly and imperfect and unnecessary, to our way of thinking, but these only make the beautiful and desirable and essential the more so by contrast.

We know from tradition that some things are beautiful—the roll of the ocean, the Matterhorn, the oaks and elms of England, and the skies of Italy—but to few of us is it given to see these. Art is given to teach us to see beauty in common things around us.

The teacher who would bring to others the joys of the beautiful which she enjoys, or who longs for that appreciation which she sees in others but can not feel

Reynolds's "Age of Innocence," then to climb into the corner of the davenport and with feet drawn up and hands folded ask, "Mother, am I like the little lady in the frame?" Everyone who has worked with children recalls the effect of the "Sistine Madonna," "Sir Galahad," or Hoffman's "Christ" upon some individual with open responsive soul.

We need to become acquainted with pictures at the time when their messages go directly to the hearts through minds open and waiting for them, for—

"We're made so that we love

First when we see them painted, things we have passed

Perhaps a hundred times, nor cared to see:
And so they are better painted—better to us,
Which is the same thing. Art was given for that;
Leading our minds out."

Experience Proves Value of Pictured Idea

The value of the pictured idea needs no champion. During the war the value of the pictured idea was utilized by the Government with great effect. One glance of the eye in a moment's time brought to the mind what it would have taken hours to read. The child who looks upon the "Age of Innocence" and tries to be like the lady in the frame, will look upon Chase's "Alice" and desire to be as simple, as sweet and free; and later upon Lawrence's "Mrs. Siddons," and Thayer's "Young Woman," and "The Girl in White" by Cecilia Beaux, and realize that simplicity is the essence of the beautiful; that the real attraction is from within, and not applied on the outside. Many a boy has responded to the silent influence of the look in the eyes of the Child in the arms of the Sistine Madonna, and to the strength of the youthful Sir Galahad. A portrait face may so give a vision of possibility that an ideal grows, which by and by is woven into life. Leigh Hunt says "A picture is a window. Through it we look beyond it down long vistas of thought."

We take for granted that anything dignified by the name of "picture" is beautiful. We exclaim when coming upon an unexpected view of river or road or children in picturesque play, "Ah, look, it is just like a picture!" So pictures must be studied with two questions ever in mind: Is the story true, or the message worth while? and, Is it beautifully told?

Love of Beauty must be Developed

The love of beauty is born with life, but the expression of this love must be developed and trained just as the sweet-pea vine must be cultivated and trained or it becomes an ugly nuisance instead of summer's flaunting glory.



"The Lee Shore." Constance Cochrane.

in herself, may ask hopelessly, "Where may I learn to know the beautiful for myself and to give to others?" This desire may be realized in a large degree by studying fine pictures and carrying their message over into the life all about.

Little children read the messages in pictures much more readily than do those who are older. They respond almost instantly with exclamation or action or spirit. When shown Murillo's "Melon-Eaters," the roughest boy in a second grade looked, smacked his lips, and declared, "Gee, don't I wish I had some!" A little girl of three delighted to look at

The art teacher must be judged not alone by the work of her classes, but rather by the environment she creates—by the response to beauty which she calls forth from the class. The study of color should result not only in beautiful pictures but in the ability to make the right decision when selecting a necktie, a sweater, a dress, a hair ribbon, or a Christmas gift. The studies in line and mass and design should be reflected in the arrangement of the schoolroom, individual desks, and personal belongings on dresser and chiffonier at home.

James Parton Haney says that every-time a hat is bought, a dress selected, a necktie chosen, a picture hung on the wall, or a piece of furniture placed in a room, a decision of artistic merit is made which is either good or bad.

The value of pictures in teaching appreciation of beauty has been mentioned, but the greatest picture is the appearance of the school room which is created by that living, moving picture which is before the eyes of the pupils for five hours every school day—the teacher. She may not have a beautiful face, nor be able to paint pictures, but she answers nature's appeal if she has the love of beauty in her heart, and shows it in her surroundings.

The used opportunities every day at school should result in better arrangements in homes, more pleasing environment for every day life, and increased enjoyment and understanding, which is one of the chief ends of art—a general "tendency toward refinement, culture, and artistic appreciation." The few to whom it is given to create, the urge of spirit will force on to find a way or make one; but the birthright of all, to learn to enjoy "the suns and skies and clouds of June," shall be denied to none in the opportunities offered by the public schools. "We can live without art, but not so well."

Belgian University Specializes in Colonial Subjects

To train Belgian young men for service in the Congo as physicians, technical men, and administrative officers, a "colonial university" has been established at Antwerp by the Belgian Government. This university has been developed through the successful work of a high school of commerce which was founded two years ago by the Government with the assistance of the Commission for Relief in Belgium and the city of Antwerp, to train boys for colonial service. This school was converted into a university last November and it is now known as "l'Université Coloniale." It has three schools, devoted respectively to political and administrative science, tropical medicine, and natural sciences.

National Organizations will Combat Illiteracy

Washington Conference, Working in Groups, Makes Definite Recommendations. Action by State Officers Urged

AN ORGANIZED effort to eradicate illiteracy will be made by many agencies as the result of a National Illiteracy Conference held at Washington January 11-14, under the joint auspices of the United States Bureau of Education, the General Federation of Women's Clubs, the American Legion, and the National Education Association. Beside holding three general sessions, the conference was divided into five groups. Group A discussed the organization, management, and financing of movements for the eradication of illiteracy; group B, the teaching staff; group C, courses of study and methods of construction; group D, publicity; and group E, recommendations for State action.

Groups A and E combined to formulate resolutions recommending that the various State superintendents of public instruction call conferences with representatives of such organizations as the American Legion, the State parent-teacher association, and the State federation of women's clubs. If any State is not ready for official action, it was suggested that the cooperating agencies might properly undertake the organization and administering of schools for illiterates.

State Directors and Night Classes Recommended

A director of adult education should be appointed by each State superintendent, according to the recommendations, and school boards should be required to organize day or night classes for illiterate adults, when a certain minimum number apply for instruction. Enumerators of the school census should collect data on adult illiteracy. It was urged that in order to raise the level of citizenship the States introduce literacy tests for voting as soon as expedient. That the several States may have the advantage of the experience of other States in organization and methods for removing illiteracy, it is desirable in the opinion of the committee that a bulletin be published, giving in reasonable detail the methods and plans of organization which have been used successfully.

Efforts for the removal of illiteracy undertaken by public-school authorities should depend primarily upon the extra service of regular public-school teachers rendered in the late afternoon and in the evening, with extra pay, according to recommendations of group B, rather than upon untrained voluntary teachers. By general agreement it seemed undesirable

to the committee that children should instruct their parents in any organized way.

Committee Suggested to Review Materials

Materials for instruction were collected by Group C, which recommended that the United States Commissioner of Education be requested to appoint a committee of at least nine persons to review these materials and to forward the results of their work to persons and organizations engaged in combating illiteracy. Group D recommended that a continuous information service extending over a long period of time should be established to build up information on the illiteracy movement and to overcome certain barriers which stand in the way of the movement, such as nonenforcement of compulsory education laws. Special drives are also valuable to assist campaigns against illiteracy in certain localities.

The speakers at the general sessions included Hubert Work, Secretary of the Interior; Jno. J. Tigert, United States Commissioner of Education; Mrs. Thomas G. Winter, President General Federation of Women's Clubs; Garland Powell, Director Americanism Commission, American Legion; Miss Olive M. Jones, president National Education Association; Mrs. Cora Wilson Stewart; Wallace R. Farrington, Governor of Hawaii; Mrs. Maud Wood Park, president National League of Women Voters; Glenn Frank, editor Century Magazine, New York City; the Rev. Frederick F. Shannon, Central Church, Chicago, Ill.; Rabbi Alexander N. Lyons, president Association of Rabbis, New York City; and Rt. Rev. Msgr. Edward A. Pace, Catholic University of America.

Will Discuss Social Studies in High Schools

Reorganization of the curriculum of social studies in high schools will be discussed at the annual meeting of the National Council for the Social Studies, which will be held at Chicago February 25-26, during the week of the meeting of the department of superintendence, National Education Association. The quest for the criteria of citizenship will be discussed at the first session by Thomas J. McCormack, La Salle-Peru Township High School. A report on the history curricula of American high schools made for the American Historical Association will be presented by Edgar Dawson, Hunter College. Training for character and citizenship by means of the social studies will be taken up, as well as mental hygiene in its relation to this training.

Progress of Dutch Education in 25 Years

Wide Extension of Education in All Its Aspects. Higher and Secondary Enrollment Nearly Three Times Greater. Sectarian Schools Under Stimulus of Public Support Gaining on Public Schools

By P. A. DIELS
Headmaster at Amsterdam

IN THE LIFE of the individual as well as in the life of a nation there come moments when the desire arises to stop for a little while to survey the road that has been traveled. And thus we need not wonder that the Dutch wished to ascertain where they were in the several fields of science, art, and social life, when their Queen Wilhelmina celebrated her 25 years' jubilee.

One of the most distinguished Dutch educators, Prof. Dr. J. H. Gunning, wrote an interesting history of the progress of education during that quarter of a century. With his assistance and kind consent I am able to give the following details to the American public. The main features in the educational development in Holland are:

1. The enormous extension of education in its widest sense in all directions.
2. The acknowledgement of equality as regards financial support between public and nonpublic (mostly sectarian) education.
3. Intense increase of industrial training.
4. Proper care for mental defectives, growing interest in adolescents, increasing attention to physical training.
5. The beginning of scientific investigation of educational problems.

Increased Cost an International Phenomenon

The expenses of education rose from 20,000,000 guilders (2½ guilders equal \$1) in 1898 to 161,000,000 in 1923. Thus you see that the increase in cost of which Doctor Pritchett complains is an international phenomenon.

The following tables give some details about our universities, secondary, and elementary schools:

Universities

	1898	1923
Number.....	5	9
Professors.....	215	466
Students.....	2,992	9,160

It is with some excusable satisfaction that I note here that some of our scientists enjoy a world-wide reputation and that the number of Nobel prizes awarded to Dutchmen is relatively very high.

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Secondary Education

	1898	1923
Schools.....	94	203
Pupils.....	11,960	29,457

I can not explain fully here the character of the several branches of secondary schools; only one observation: Among the 94 schools in 1898 there were 32 with a pronounced classical tendency and 62 with a nonclassical curriculum. The corresponding numbers for 1923 were 63 and 140. We observe here the same development—be it on a smaller scale—of what you Americans call the high-school invasion.

Elementary Education

	1898	1923
Public schools.....	3,096	3,457
Nonpublic schools.....	1,448	3,457
Pupils of public schools.....	503,731	560,907
Pupils of nonpublic schools.....	226,957	479,207

In the February number of SCHOOL LIFE I tried to explain the struggle between the public school and the nonpublic (for the greater part sectarian) schools. The foregoing figures will give an idea of the advances of the nonpublic education. In large circles there is great anxiety that in future the public school of Holland will lose the first place in education.

Training Colleges

	1898	1923
Public institutions.....	7	7
Students.....	556	506
Nonpublic institutions.....	19	67
Students.....	998	3,386

We observe here the same increase of the nonpublic-school movement. The number of men is comparatively very small. It is to be feared that elementary education comes more and more in the hands of women. Though some may applaud this, we in Holland do not like elementary education to be an exclusively womanly region. I hasten to add that this opinion has no connection whatever with what is called "women's rights."

Compulsory education up to 13 years was prescribed by the law of 1900. The first Minister of Education, Doctor de Visser, extended the age to 14 years, but owing to the social conditions after the war this extension has been nullified. The continuation or part-time schools, as you Americans say, had but a short time of some prosperity. The same social conditions and the small success of these schools which were unfortunately called "repetition schools" led to their death.

More and more women entered all branches of education. The proportion of women students at the universities rose from 4 per cent to 22 per cent. Much care and energy have been devoted to industrial training. The number of agricultural, technical, and commercial schools increased considerably. Medical inspection of schools has been introduced in all large cities. Mental defectives have been the object of intense study, observation, and care. The boy-scout movement was imported from England and proved a blessing to our youth in their difficult adolescent period. Long ago, at the beginning of the movement, I took an active part in it and I wished that all young teachers might devote themselves to it for a time. But owing to some resistance from those who thought the scout movement might foster military aspirations, the number of boy-scouts is not so large as it should be.

All Universities Have Educational Sections

The study of pedagogy has been stimulated by the efforts of some pioneers, among whom I must first name the man to whom I owe the details of this article, Prof. Dr. J. H. Gunning. During his long life as principal of a classical secondary school, inspector of education, professor of pedagogy at the universities of Amsterdam and Utrecht he has done more than I can tell in stimulating Dutch interest in educational matters. At the present time nearly all our universities have educational sections, though we can not bear a comparison with your excellent American equipment. Among the other Dutch educators who have taken an active part in the pedagogic movement of the last years I must mention Prof. R. Casimir, the friend of our Ligthart, and Prof. Dr. Ph. Kohnstamm, who combines several responsible tasks, being a professor of physics as well as a professor of pedagogy and chairman of the international "Hers-tel-Europa" (Repair-Europe) committee.

Many problems in education are facing us. The future is dark, especially for our country which lies in the neighborhood of great nations whose internal conditions are greatly disturbed. We feel the necessity of making an effort to promote the ideal of all true lovers of mankind, friendship among the nations.

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IN the collection and preparation of the material for this number, Mr. J. F. Abel, assistant in rural education, Bureau of Education, worked with the editors in cordial cooperation. His interest and enthusiasm are worthy of full recognition and we take pleasure in according it.

Development of Rural School Architecture

ON the first page of this issue is a picture of a rural high-school building. It can scarcely be claimed that this building is typical of the kind used by a majority of the country schools of the United States. Probably no one knows now just what is typical. Changes are taking place too rapidly for that. Time was when the words "country school" brought to mind a little, one-room, one-storied house, dilapidated, dreary, and unsightly. The picture was a fairly correct one for 99 out of every 100 country schoolhouses.

That time has passed. The American people are thinking of their rural schools in new and different terms. Fortunately that thinking is not following type lines. There is much of independence in it. In some ways the picture on page 1 fairly represents some of those new lines of thought. It is one example of that thought translated into reality. That is why it is placed there.

The building speaks the present-day language of rural education through its size, beauty, architectural style, location, and artistic setting. There are 10 acres in the site, ample space for agriculture and play for the entire 13-teacher school. Moreover, it tells of cooperation and a better community life. It represents the strength and wealth of six districts combined, no one of which by itself could possibly have established such a school. Through united effort all the districts can offer their children a high grade of secondary education.

Such concentrations of school energy are being formed all over the United

States. They may be called consolidated, union, joint union, rural graded, or independent schools, or even by other names depending on the State in which they happen to be. Yet all have the same purpose, to gather children in larger groups in order to have better schools.

The desire for better schools has made schoolhouse planning a highly specialized branch of the architect's profession and with that specialization have come a few principles of comfort, utility, and beauty that are worked out in ways most suited to the particular place. In the Northern States the building is usually of brick with two or more stories and a basement, compact, well heated, and arranged to provide for comfort and efficient work in a rigorous climate. In the Southern States it may be a low one-storied building with no basement and arranged on the unit plan. In the West and Southwest it is often of the mission style. It is well that this picture of a rural high school building can not be presented as typical in architectural style of rural school houses; well that the distinctive areas of the United States are developing the kinds of schools and school buildings best suited for their own distinctive purposes.

But there are characteristics of this building that make it symbolic of what much of our rural education now is and what most of it soon will be. Dignity and simplicity are two of its attributes—attributes of the kind of rural schooling that knows and teaches the great worth and dignity and the fine simplicity of rural life. Add to these, strength that gives an impression of calm assurance, and a rare beauty of design and setting and we have a fitting embodiment of education for American rural life.

J. F. ABEL.

Rural Child Labor Versus Rural Education

IT IS EASY to find an excuse for keeping the farm boy or girl out of school. Even well-intentioned, intelligent parents who are trying to do the most they can for their children often do not consider what the loss of a day's schooling may mean to the child, and they do not count at the end of the year the number of days their children have been absent or tardy. In the spring the crops are to be put in, and the farm boy in the pride of his growing strength likes to feel himself a man and take his place in the field. In the fall, just when school is opening, it is time to do the harvesting; the family income depends on taking care of the crop at just that time, so the boy or girl enrolls in school a month or two late, or the opening of the school may be postponed until after the harvesting is done.

It takes courage and force of will for farm parents to insist that the school open on time without any regard for the cotton to be picked or the corn to be shocked or the beets to be gathered, and to do without the help that willing, active boys and girls can give. If farm labor is scarce, high priced, and not dependable, the rural child is apt to bear the burden of the bad situation. He pays the penalty by giving up his precious school days to do a man's work in the field. By the time the situation is corrected, his chance for an education is probably gone. Then the Nation pays the penalty of having a citizen not trained to the maximum of efficiency.

This unintentional rural child labor, where children stay in their own homes and help their own parents or exchange work with neighbors, is in some ways the lighter side of the picture. Because its evils are not readily apparent, it is the harder to reach and remove. The out-of-doors, the fresh air, the training and independence the child gets are good things, and it is difficult to convince a rural community or the neighborly attendance officer that education is better. It is a matter of taking the good which is at hand without waiting for the greater good which is to come.

There is a darker side of the picture. The vicious exploitation of children in the industries of big cities has long been a matter of national concern and much has been done to stop it. But only recently has any attempt been made to study rural child labor, and it is coming to light very rapidly that the country child is exploited as shamelessly as the city child. Of more than a million children between 10 and 15 years who were actually at labor in 1920, more than half were rural children at work on their home farms and 63,990 others were hired as farm laborers. This does not take into account a considerable number of child farm workers under 10 years of age. Furthermore, the census of 1920 was taken in mid-winter when the number of children at work on farms was at its lowest point for the year.

All rural sections of the United States are offenders. In the 16 sugar-beet growing States large numbers of migratory workers are employed. The workers live in any kind of rude shelter, which may or may not be sanitary, and their children often work from 9 to 13 or 14 hours a day thinning, topping, or pulling beets. Of course, the percentage of school retardation among such children is very much greater than the average for the country at large. Little children, both resident and migratory, work on the truck farms of Maryland at plowing, harrowing, planting, cultivating, and like jobs for from 8 to

10 hours, and do some chores after the day's work is done. In the Southern States entire schools are often closed in order that the children may pick cotton or work in the tobacco fields. In the West many boys do not try to attend school until well in the fall, after the ranges have been cleared of stock and the ranch has been put on a winter basis.

All this is clearly wrong. No nation can afford to be wasteful of its wealth of childhood. Conservation of forests, coal, and oil is necessary to prevent bankruptcy in our natural resources, but conservation of human wealth is fundamental to our national existence. The correction lies in having rural schools that will make a stronger appeal to children and parents, in a wider understanding of how great the evil is, a more united public sentiment against it, a finer appreciation of the right of the child to be reared in a good home, to grow, to play, and to have a normal childhood, and a thorough determination that the States and the Nation shall recognize their responsibilities to the children. These things will eventually express themselves in adequate laws properly enforced.

No rural child, resident or migratory, should be permitted to become a rural child laborer to the detriment of his proper education.

J. F. ABEL.

Relation of Kindergarten to Primary Grades

Kindergarten teachers from many countries will discuss the relation of the kindergarten to the primary grades at the annual meeting of the International Kindergarten Union, which will be held at Minneapolis, May 5-9. That the kindergarten should be the first school grade and not a separate unit will be emphasized at this meeting. On the afternoon of May 7 the kindergarten teachers will have the opportunity to attend the national conference on home education conducted by the United States Commissioner of Education.

In accordance with a law requiring standardization of one-room and consolidated schools, West Virginia's State board of education has defined two classes of consolidated schools, purely consolidated and semiconsolidated. Under these definitions a purely consolidated school is one formed by the centralizing of two or more schools in different communities so that the newly formed school has an increased number of teachers, each responsible for fewer grades than before. If the number of teachers is not increased, the centralized school is known as semiconsolidated.

Education of Deaf Children in London

Lip Reading Taught to All Deaf Children of Normal Intelligence. Attendance in School Compulsory After Seventh Year, But Encouraged After Third Year. Industrial Training Provided and Graduates Readily Find Employment

By A LONDON CORRESPONDENT

THE TEACHER of the deaf has, admittedly, a most difficult task, although in the end the results achieved are outstanding. Born-deaf children have no thought concept. They can easily learn concrete words such as "paper" or "wet day," but abstract emotions and ideas, such as love, charity, hate, anger, crime, are difficult to explain. For all deaf children of normal intelligence, lip reading is the method of teaching adopted. They respond to rhythm and muscular vibrations, and by this means are taught to speak.

The babies in their first lessons are encouraged to make any vocal sound, however uncouth it may be; they sense the vibration, and the gesture of the teacher, in stimulating or repressing such sounds, conveys to the children the knowledge that vibratory effort can be interpreted irrespective of sight or touch—a fact previously unknown and unsuspected. Children are then led to associate the vibration with speech; lip-reading follows, and they learn to "hear" by sight. The word "arm," for instance, when articulated creates vibrations easily appreciated. It is concrete, and children readily learn its application. For a similar reason, "mother" is soon learned and, generally, well spoken. The tearful joy of the mother when she hears her baby address her so for the first time is one of the compensations of the arduous task of the patient teacher of the deaf—an esoteric compensation without parallel, perhaps, in the fabric of education.

The London County Council has 9 schools for deaf children, in which there are 675 children taught by 71 teachers—each teacher having a maximum of 10 pupils; the head teacher is relieved of class instruction if the number of classes in the school exceeds 5. Boys and girls are taught together in day schools until 13, and from 13 to 16 they attend residential schools, there being one for girls, one for boys, and one for both girls and boys who are sub-

normal and not likely to learn lip reading; the latter are taught by methods such as finger spelling and signing.

Attendance is not compulsory until 7, but it is considered desirable to admit children as soon after 3 as possible. The usual subjects taken in an ordinary elementary school are taught in the day schools, together with speech and lip reading. Vocational instruction occupies half the time in the residential schools, cabinet-making, tailoring, bootmaking, and baking being taught to boys, dressmaking and fine laundry work to girls.

The council provides paid guides to convey children to and from the schools, where there may be danger on account of the inexperience of youth, or by reason of distance or traffic. Children are given a midday meal; and if they attend evening classes, they have tea at school. The parents pay for the meals unless the children are necessitous. The parents of resident pupils are required, according to their financial position, to contribute toward their children's maintenance up to a maximum of 15 shillings a week.

The medical officer examines all children periodically and treatment is carried out either at the school or a hospital. Children from undesirable homes are boarded out with foster parents or are sent to residential schools in rural districts outside London.

Six scholarships are offered every year; girl scholarship holders remain at one of the residential schools for further training, while boys proceed to one of the council's ordinary technical institutes.

There is comparatively little unemployment amongst deaf boys and girls on leaving school. They have powers of application and manual dexterity which are appreciated by employers; further, employers are appointed to the school managing committees, thereby securing an effective, personal, and sympathetic interest in the children's future. An After-Care Association also gives invaluable assistance.

As part of the training for health given in the schools of Latvia, a new law requires instruction on the dangers of alcohol. The minister of public instruction must revise the school program to include this instruction within a year.

Ninety-five per cent of the students of Garrett Biblical Institute work their way through the course.

Two million dollars has been expended on Negro educational institutions within the last three years by the Board of Education for Negroes of the Methodist Episcopal Church. The money has been used in erecting new buildings, enlarging endowments, improving equipment, and advancing teachers' salaries. The enrollment in the institutions benefited by this expenditure is more than 6,300.

Land-Grant Colleges in Rural Education.

(Continued from page 121.)

views but the sentiment of the more forward-looking agricultural population of his day when he said:

"The prosperity and happiness of a large and populous nation depend:

"1. Upon the division of the land into small parcels.

"2. Upon the education of the proprietors of the soil.

"Our agriculturists, as a whole, instead of seeking a higher cultivation, are extending their boundaries; and their education, on the contrary, is limited to the metes and bounds of their forefathers."

Statistics Proved Need of Agricultural Colleges

On this occasion Mr. Morrill quoted statistics showing that in the New England States production of wheat had fallen from 2,000,000 bushels in 1840 to 1,000,000 bushels in 1850, and that the potato crop had fallen from 35,000,000 bushels in 1840 to 19,000,000 bushels in 1850. He stated further that while the cotton crop of Texas and Arkansas (then comparatively virgin States) was 750 pounds per acre, it was 325 pounds per acre in the older cultivated fields of South Carolina.

Mr. Morrill emphasized the abuse of agricultural resources by pointing to the long period during which it had been in progress. He quoted from a letter by General Washington in 1786, to a friend in England, these words: "The system of agriculture, if such an epithet can be applied to it, which is in use in this part of the United States, is as unproductive to the practitioners as it is ruinous to the landholders. Yet it is pertinaciously adhered to."

Education Useful to Farmer and Children

The establishment of the land-grant college was thus the result of a movement popular both in respect to its origin and in respect to its purpose to serve the great mass of the people. The Morrill Act of 1862, on the basis of which the land-grant colleges were founded, marked the formal inauguration of a movement to bring education useful to the farmer directly to him and his children. The result of demonstrated need, it showed throughout its later history a responsiveness to new demands and changing conditions remarkable among educational systems. The movement was strengthened by the second Morrill Act in 1890 and the Nelson amendment in 1907, which made further Federal assistance available to land-grant colleges for educational purposes.

One of the early needs discovered by the land-grant institution was the necessity of agricultural facts obtained through

unbiased investigation and research for the successful teaching of agriculture. Experimental and investigative work was at once established by the agricultural colleges, but definite impetus was given to the movement with the passage of the Hatch Act by Congress in 1887. The Hatch Act granted Federal aid to the States in the establishment and maintenance of experiment stations. It was supplemented in 1906 by the Adams Act.

Experiment-Station Work Carried to Farmer

A new step was taken in agricultural education by the passage of the Smith-Lever Act in 1913. By this act the land-grant institutions were enabled to carry the results of experiment-station work and instruction to the farmer himself, through the county agent and staff of extension workers maintained by this act. At once the campus of the land-grant college was extended so that it became the whole State.

All of the Federal acts, up to and including the Smith-Lever Act, proved relatively inadequate, however, in that none of them reached more than a small minority of the boys and girls directly with regular classroom and laboratory instruction in agriculture, industry, and home economics. To provide facilities for reaching these boys and girls was a natural evolution. With this in mind, Congress in 1917, although facing the greatest crisis in the history of the American Government, provided further Federal aid in the Smith-Hughes Vocational Education Act. At once the land-grant college was called upon to assist in the carrying out of the provisions of the Smith-Hughes Act in every State, in that the immediate demand for trained teachers of vocational work was far beyond the supply.

To select the land-grant colleges to lead this new educational activity was natural and proper. Satisfactory rural life requires some degree of understanding of the rural environment—those physical, biological, economic, and social forces which are at work in rural districts. Land-grant colleges are best fitted to develop this understanding because of their equipment, personnel, subject matter, atmosphere, and experience.

Creditable Work in Preparing Teachers

The record of the past five years in the work which the land-grant college has done in preparing teachers of vocational agriculture and home making is most creditable. Even now, however, the land-grant institutions do not fully appreciate the responsibility which is theirs as well as the opportunity afforded them in supplying the great demand for teachers of vocational agriculture and home making.

The history of the development of vocational education is similar in the various States. For purposes of illustration, figures concerning this development in Kansas are given. In the year 1918, according to reports of the Federal Board for Vocational Education, there were four vocational agricultural schools, with an enrollment of 82 pupils. These had developed in 1923 to 68 vocational agricultural schools with an enrollment of 1,293 farm boys. The development in the fields of home making and trades has been comparable to that in agriculture.

Designated to Train Vocational Teachers

In every State of the Nation, with one or two exceptions, the land-grant college has been designated as the one institution for training teachers of vocational agriculture. At the same time the experience of the States in general has been that the land-grant college is the best place in which to train teachers of vocational home making. The reasons are found in the equipment and the environment of the institution as well as the type of student found there. Coming from the country, the students of the land-grant college understand and usually are more sympathetic with the problems of rural life. This sympathy is induced because of the background of experience which they have had on the farm. At the same time their fathers and mothers and brothers and sisters at home are facing conditions which instruction in the land-grant institution is designed to aid. In these institutions these young people come into contact with specialists in all phases of rural life and its betterment, and they compose a ready supply of highly trained experts to go back to assist in rural life improvement.

Must Raise Standard of Rural Education

The land-grant college has a further educational function which has been slowly recognized, but which is fully as significant as any of the functions that have been hitherto discussed. Rural life is not simply agriculture, nor is rural education merely training for agriculture and home making as vocations. Rural life will always be disturbed, will always be inadequate, will always frustrate the hopes of many of its best representatives, until the country maintains an educational system that represents cultural, socializing, and liberalizing influences in no wise inferior to those possessed by urban education.

At the close of the Civil War rural communities found themselves with "the little red schoolhouse" as their most cherished institution. Even at this time, however, its usefulness was on the wane. The rapid urbanization of American life immediately following the Civil War; the

decline in agricultural prices, low crop yields in the Eastern States due to depleted soil fertility, and the placing of inexperienced girls in country schools caused in the rural school a rapid decline from which it is just now emerging. The rural high schools and the rural consolidated schools which are springing up so rapidly in all the States at the present time are but an expression of the interest which the farmer is taking in the education of his sons and daughters. The history of the development of the rural high schools and consolidated schools throughout the States in the past decade, as reviewed by J. F. Abel, of the United States Bureau of Education (in *Education Bulletin*, 1923, No. 43), is perhaps amazing to the reader who has not kept in close touch with the rapid progress being made in rural education during the past decade.

Reconstruction Depends upon Consolidated School

The reconstruction of rural life, economically, socially, religiously, depends upon the consolidation of its community interests in the new consolidated school. The rehabilitation of the rural church follows logically in the wake of the rural consolidated school. It is common for consolidated school buildings to be so constructed that auditoriums and classrooms can be used as advantageously on Sundays for Sunday school and church as during school days of the week. The home of the community pastor, as well as the homes of the superintendent and the teachers, is a part of the regular equipment of well-organized consolidated schools. Indeed, the pastor himself is not infrequently—and should be oftener—a teacher of better agriculture and better rural life, trained in a land-grant college.

Colleges Have Not Realized Full Possibilities

The respect which the farmer has for the land-grant college is a measure of the achievement which these institutions throughout the States have accomplished since the passage of the Morrill Act in 1862 in meeting and helping solve the problems of the farmer. Probably at no time in the history of the development of these institutions has a greater opportunity for helping the farmer been afforded them than is presented in the consolidation school program now under way in practically every State. As has been pointed out, the rehabilitation of rural life, economically, socially, and educationally, as well as religiously, is tied up in the consolidated-school movement. The question which the land-grant college should ask is: Are we doing our share in helping the farmer in the solution of the problem of rural education? We must admit that we have not made ourselves as vitally effective as the farmer has a right to ex-

pect of us in this movement. Why not? Is it not our field? We are behind this movement, but we should be so more dynamically. We should carry our full share of the responsibilities in providing expert assistance to rural communities, school boards, and county superintendents in a study of matters affecting consolidations, as well as in training the right kind of teachers to fill these schools, and thus provide an educational opportunity in the country for country boys and girls fairly comparable to that enjoyed by boys and girls in the cities in so far as real values are concerned.

In a Unique Position to Help Farmers

While we have a commendable record in the first five years in preparing teachers for vocational teaching, when the handicaps under which we have been working are understood, there is no reason why this commendable beginning should not be improved upon by more adequate training of other teachers for rural high schools and consolidated schools. Normal schools and teacher-training schools are carrying a tremendous responsibility in preparing elementary teachers. The colleges of liberal arts are trying hard to prepare effective teachers for the city schools and an overflow into the country. The land-grant college is the institution to which the farmer naturally and properly looks for aid and assistance in the solution of his problems. With an equipment thoroughly adequate, and with an enrollment in its student body of the very type of young men and women who are interested in rural life and its betterment, the land-grant college is in a unique position and well able to help the farmer in the proper establishment of his high school and consolidated school and provide him the right type of specially trained teachers to carry on this work.

Critical Period in Lives of Farmers' Sons

With thousands of farmers' sons and daughters in rural high schools, the great majority of whom expect to go into the business of farming or assume charge of a farm home, a critical period of their lives is at hand. There is demand for teachers and rural leaders who have not only the training but the sympathy and understanding necessary to give inspiration, faith, and guidance to these young people in their brief training period. The land-grant college is the natural institution to come forward and assume a large share in the preparation of the leaders, teachers, and specialists in the field of rural education, because it has the equipment, the environment, the confidence of the farmer himself.

The land-grant college offers to the undergraduate student not only technical

training but education also in subjects that have been always considered liberalizing and socializing. While these colleges point out that there are strongly cultural influences in agriculture, for instance, when properly taught, they include in their curricula literature, music, and the other arts, as well as the social sciences, in order to give unquestionable breadth to the training offered to the student. There is no necessary contradiction between rural life and liberal life. Both are due to habits of mind stimulated through education. For the best interests of the rural community, for the best interests of the rural school, it is necessary that these two habits of mind be brought together. The country needs rural-minded men and women who are also liberal-minded men and women. These can be developed only through the influence of supervisors and teachers in the rapidly developing rural schools. These teachers, in turn, are available chiefly from the land-grant colleges. In meeting this demand the land-grant college not only may be assured of the continued and increasing support of the farmer but may be further assured of what is infinitely more important, that it is making as vital a contribution as can now be offered to the development of a permanent agriculture and an intelligent and happy rural life.

Allegiance to the Flag of the United States

On Washington's Birthday teachers all over the country are urged by the American Legion to point out to their pupils a change that has been made in the wording of the pledge to the flag. The change, which involves only a few words, was made by the National Flag Conference held at Washington on flag day of 1923. In the new version, which has been adopted as official by more than 144 national organizations, the words "my flag" are replaced by the words "the flag of the United States." The revised version of the pledge is: "I pledge allegiance to the flag of the United States and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all."

To enable British architects to study in the United States, a six-month scholarship has been founded by an American architect. The winner of this scholarship will study especially the development of the apartment house.

Service of American Red Cross to Rural Schools

Junior Red Cross Helps to Overcome Difficulties Due to Isolation and Lack of Equipment. Correspondence with Pupils in Other Countries. Public Health Nurses Active in School Service

By R. P. LANE

Assistant National Director, American Junior Red Cross

THE American Red Cross enters intimately into the life of the rural school not through one of its services only, but through several. While it may participate most directly in the strictly educational processes of the school through its Junior Red Cross, of no less importance are its activities through the services that may be grouped under the head of health, represented by the public health nurse, the nutrition expert, the instructor in home hygiene and care of the sick, and, in a lesser degree as yet, the instruction in first aid and water life-saving.

The American Junior Red Cross is "simply a tool at hand, working with the educational equipment of the country to produce certain results." Even at its inception, when its primary purpose was to enable the children to share in war-time work, its founders had definitely in mind its educational values. Since the war its perpetuation in the schools under the direction of classroom teachers is justified only on the assumption that it is a tool at the hand of the teacher by which she can better accomplish the purpose for which she is responsible to the community—the purpose of education.

Isolation and Lack of Equipment Principal Troubles

The service which the Junior Red Cross seeks to perform for the rural school is no different in kind from that which it seeks to perform for the city school; but the conditions under which education is carried on in rural communities, generally speaking, should give to this service a peculiar value. Most of the difficulties of the rural school, or the rural teacher, may be traced to isolation and lack of equipment. Both of these difficulties the Junior Red Cross helps to overcome.

If the Junior Red Cross did nothing more for the isolated and inadequately equipped school than to brighten its walls with its art posters and its calendar adorned with reproductions in color of sketches of child life, and to bring to the classroom each month the Junior Red Cross News with its bright and instructive stories and its profuse illustrations, it would have performed a useful service for the rural school. But this is a mere incident in its program and one of the means to a much larger end.

The Junior Red Cross program is a program of activities by the children. The essential requirement for enrollment in Junior Red Cross is that the school undertake to do something of service to others. That children "learn to do by doing" is as true in the field of social education as in reading or manual training or art. The truth of this is recognized in the new type of civics now widely prevalent, in which participation by the children in community enterprises is considered essential. But how often has the rural teacher deplored the poverty of her community in social situations in which the children have an interest and can actively share? The Junior Red Cross greatly enlarges the field of social interest and of group activity for social ends. Every page of the Junior Red Cross calendar contains suggestions for 30, or 40, or 50 different kinds of things to do by way of personal service, or service to school, community, nation, and the world—things that make an appeal to child interest. Every issue of the Junior Red Cross News not only contains stories and articles that appeal directly to the child's innate desire to do, but is also accompanied by a supplement full of suggestion as to what and how for the teacher.

Lightens Burdens and Increases Teacher's Effectiveness

Far from placing additional burdens upon teacher or pupil, Junior Red Cross activities and materials add interest and incentive to the school work of the children and thus lighten and make more effective the work of the teacher. This is especially true in schools where the direct social experience of the children is limited by environment, and where equipment in the form of libraries, pictures, and other materials to supplement the monotony of instruction based solely upon textbooks is meager.

In many a community the Junior Red Cross affords the motive, the organization and the suggestion of methods whereby the children themselves beautify the

school, establish school or circulating libraries, provide for hot school lunches or milk for the undernourished, improve home conditions, participate in civic movements, protect the birds and the wild flowers while waging war against harmful weeds and insects, and in scores of ways form habits and ideals of service to their communities and to mankind.

Following the leadership of the American Junior Red Cross, similar organizations have been established since the war in 35 other nations, all of which have the same ideals and are pursuing similar programs. With them American Juniors are kept in touch through their own news and through the similar publications of the other countries. With them a continuous exchange of school correspondence and of materials of high educational value is maintained. There is no rural school so remote that it may not share in the pleasure and benefit of these direct contacts with the children of the world; that it may not have a part in this movement which must mean so much for the creation of international understanding and friendship in the coming years.



Rural Members of the Junior Red Cross.

Of equal importance with the Junior Red Cross in value to the rural school is the work of the Red Cross public health nurse. When it was found by medical examiners that 33 per cent of the young men of the country inspected for service in the World War were ineligible for military duty because of physical defects which could have been remedied in childhood, the attention of the Nation focussed upon the school child, and particularly the child in the rural school.

A field of service was revealed and with the signing of the armistice the American Red Cross saw the advisability of extending its public health activities. It decided to concentrate upon the problem in the rural field and offered scholarships for specialized training to highly qualified nurses returning from war work. Up to the present time the American Red Cross loan and scholarship fund for this purpose has totaled \$302,500 and has been the means whereby 766 nurses have obtained

postgraduate training in public health nursing. The fund does not include grants to 393 chapters of the Red Cross for like purpose.

The report of the Red Cross Public Health Nursing Service for 1922 records more than 127,000 school visits made by its more than 1,000 nurses and approximately 2,000,000 school children inspected. Large as these figures are, they cover only a few of the nursing activities and give only a meager idea of the service and the influence of the service rendered by the nurses.

Aside from the value of the correction of physical defects in the child and the education of the child and the community in positive health, school boards are coming to realize increasingly the saving in money due to the prevention by the public health nurse of outbreaks of contagion which would close the school and prove expensive to the taxpayer.

Side by side with the public health nurse and of similar degree of worth to

Monday morning, to return on Saturday with a record of from 10 to 15 classes of rural groups composed of school children, their mothers, and the teachers of the rural school. Sometimes the local public health nurse serves as the home hygiene instructor.

Adequate Nourishment Fundamental Problem

Nutrition service, which is just now beginning to win its rightful place in public health work, deals with perhaps the most fundamental of all public health problems, the adequate nourishment of the individual. The American Red Cross nutrition program provides for both individual and group instruction, as well as for personal service in homes where illness or undernourishment exists. Generally speaking, this program is initiated with the school as a nucleus of the system, all of the children receiving nutrition education and the mothers being given at the same time instruction of similar content, supplemented by comprehensive courses in

Munificent Cash Prize for Educational Plan

World Federation of Education Associations Invites Plans to Bring About Better International Understanding

A PRIZE of \$25,000 has been offered through the World Federation of Education Associations for a plan to educate the children of all nations so as to bring about a better international understanding and to eliminate hatred, both racial and national. It is the conviction of the giver and of the federation that world peace can be attained only through the long process of education and that if the idea of peace is to be made universal, a beginning must be made with unprejudiced childhood, according to the federation's announcement of the contest. The contest is open to individuals and organizations in all countries. If an organization enters the contest, no person belonging to that organization may enter it.

Each plan must be stated in not more than 2,500 words, and an equal number of words should be added, giving arguments or clarifying statements. The name and address of the contestant must not be placed on the manuscript, but must be placed in a sealed unmarked envelope accompanying it. Plans must be submitted to Augustus O. Thomas, president of the World Federation of Education Associations, Augusta, Me., not later than July 1, 1924. When the winning plan is chosen, \$12,500, or one-half of the prize, will be given, and when the plan is inaugurated the other half will be given.

To prevent overcrowding of students' time by too many extra-curriculum activities, the faculty of Cornell College, Mount Vernon, Iowa, has appointed certain of its members to an "events committee." This committee will consult with other members of the faculty and with representatives of the student body in an effort to bring about a proper proportion between the time spent in study and in outside campus affairs.

More than 35 cities and towns in Ohio maintain special classes for mentally defective or backward pupils in the public schools.

Each of these Red Cross services is moved by a common ideal; each looks to the other for support and assistance. Together they form a unit of service, inspiring in its ideals, practical in its value, whether the field be urban or rural.



Red Cross Public Health Nurse and a Rural School.

the rural school goes the specially trained Red Cross instructor in home hygiene and care of the sick and the qualified Red Cross nutrition worker for handling those phases of the general health problem which lie within their sphere.

Instruction in home hygiene and care of the sick brings to the older schoolgirl and to the mother elementary knowledge of the principles of personal hygiene and household sanitation, of the causes, symptoms, and prevention of communicable diseases, and of elementary nursing procedure. It has proved easily adaptable to local conditions however remote the center and has won the quick interest of women and girls, often opening the way for the public health nurse. It is not infrequently handled in the rural school by an itinerant Red Cross nurse instructor who starts out from her headquarters on

food selection. This service, of paramount basic value, is being developed in the rural sections largely by itinerant instructors.

Red Cross first aid has from the inception of the service proved a subject upon which keen interest has focussed in the rural school, and this course is being extended farther into the more isolated sections each year.

Red Cross instruction in water life saving and resuscitation has not as yet spread into the rural sections in any such marked degree as it has developed in the more populous centers, due largely probably to the lack of water facilities in the cold months. But there are to-day nearly 40,000 men, women, and children qualified as members of the American Red Cross Life Saving Corps, and it will undoubtedly find its way into the remoter sections.

Scientific Aspects of the Study of Education

Section Q, American Association for the Advancement of Science Meets at Cincinnati. Roentgen Rays Show Differences in Growth. Scientific Principles in College Teaching and Administration. Sociological Investigation of Public Schools

SCIENTIFIC methods as applied to education at all stages, from pre-school training to college education and teacher training, were discussed at the annual meeting of the section on education of the American Association for the Advancement of Science, held at Cincinnati, December 27-January 2. Education is developing a method conforming to the best practice of correct thinking as exemplified by the usages of science, said Herbert D. Bixby, assistant superintendent of schools, Cleveland, speaking of scientific methods as applied to elementary education. In the effort to develop this scientific method, education has progressed through various stages surprisingly like those through which science itself has passed, continued Mr. Bixby. As to the extent to which the method eventually perfected will coincide with the method used by science no one can say. Education will develop toward this end no faster than it can develop its own tools of investigation—achievement tests and intelligence tests—which are still admittedly imperfect.

Ossification of Carpal Bones Measured

Anatomical age in school children in its relation to mental development was discussed by Walter F. Dearborn, Harvard University. In the course of a study of the growth of children, 5,051 X-ray photographs of the ossification of the carpal bones were taken, and these pictures were measured exactly. Important differences in growth according to age, sex, and race were shown in this study, according to Doctor Dearborn. Studies of the same general character carried on at the child-welfare station of the State University of Iowa were described by Bird T. Baldwin. Four pieces of work were reviewed; a study of the relation of mental growth to physical growth; a three-year investigation of the rural child in Iowa; and services as scientific consultant for the Cleveland schools.

Need for a more scientific method of curriculum construction was stressed by

This article is based on material supplied by A. S. Barr, secretary section Q, American Association for the Advancement of Science.

C. C. Peter, Ohio Wesleyan University, who urged that educators study the needs of different types of adult life and determine which of these require the help of the school in fulfilling them. This study should include an analysis of successful lives and of lives which seem to be failures.

Evaluation of Results of Instruction

Application of scientific principles to college teaching and college administration was taken up by F. J. Kelly, University of Minnesota, who pointed out three problems to which these principles should be applied—evaluation of the results of instruction, rating of teachers, and making of budgets. Before we can evaluate the results of instruction, said Doctor Kelly, we must understand clearly the aims of this instruction. These aims are: (1) Mastery of tools whereby learning is made more effective, such as the languages, unapplied mathematics, and the symbols of music; (2) development of qualities we associate with culture, such as social viewpoint, initiative, self-mastery, and sound intellectual habits; (3) preparation for earning a living.

Definite objective standards for judging classroom instruction are needed by supervisors, said A. A. Barr, assistant director in charge of supervision, Detroit public schools. There can be no agreement as to the quality of instruction and consequently no scientific criticism of it as long as we use general, ill-defined terms, such as sense of justice, personality, enthusiasm, etc., in judging teachers, said Mr. Barr, urging a more painstaking detailed analysis of the activities of teachers and pupils.

Four strategic points at which scientific methods are especially needed in the training of teachers were named by L. A. Pechstein, University of Cincinnati. These are: (1) Selection of candidates for teacher training, with the exercise of greater judgment and skill in obtaining suitable recruits; (2) study of the mental and physical factors of child psychology, investigating these factors with large groups of children over a long period of time; (3) formation of a curriculum for professional training

in which the keynote is the raising and solving of problems to be faced by the teacher; (4) practice in the actual work of teaching.

Detailed individual studies of children of preschool age were presented by Helen T. Woolley, of the Merrill-Palmer School, a school which trains for motherhood. Stuart A. Courtis, director of instruction, teacher training, and research, Detroit public schools, urged greater accuracy in educational measurements. He emphasized the necessity for analyzing complex educational products into the several elements and rendering constant all except one, so as to measure that one variable element accurately.

An extensive program of educational diagnosis should be undertaken in teacher-training institutions, said W. S. Guiler, Miami University. The results of tests showing the shortcomings of students in definite parts of their school work should be used as the basis for further instruction. Doctor Guiler described such a diagnosis of a class of sophomores.

The public school as a whole is a social institution, and is therefore a suitable subject for sociological investigation, said J. V. L. Morris, Northwestern Teachers College. Educational sociology is not general sociology with an educational flavor, he added, but is a separate study based on experiment with specific problems in the various units of the educational system, the kindergarten, the elementary school, the high school, the higher institutions, and the schools for adult education.



Calls National Conference on Home Education

To work out a practical plan of cooperation in making education available to all the people in their homes, the United States Commissioner of Education has called a national conference on home education to be held on May 7 at the University of Minnesota in conjunction with the annual meeting of the National Congress of Mothers and Parent-Teacher Associations. Directors of extension education in universities, librarians, leaders in parent-teacher association work, and others concerned with home education are invited to this conference.



Buffalo, N. Y., evening schools offer the public whatever educational service it demands, and any course requested by 15 persons will be provided. During the past school year these schools enrolled 22,424 persons, one out of every 15 in the population more than 16 years old. More than half of the registrants continued to attend regularly throughout the year.

Collegiate Rank of the Normal School

(Continued from page 122.)

years of professional preparation is enough for the elementary teacher to begin with. It will not pay the State to give a longer preliminary training, nor will it pay these young women as a rule to take it. The women who continue in the work should return in summer school or for the full year to gratify their professional ambition or to meet the requirements of principalships or other choice positions to which they may aspire.

In developing into an institution with four-year courses and in taking on the title "teachers' college" the normal school must not forget that it is dedicated to a great professional service and must see to it that it does not take over any feature of the traditional college that is incompatible with this service. College fraternities and sororities, the hazing of freshmen or unpopular students, excessive devotion to football, the Frankenstein of college athletics, medieval methods in the classroom, and medieval subjects in the curriculum have no place in the teachers' college. The college professor may think it more noble to teach calculus than to teach arithmetic, but he will not do for a normal school. A recent experience in this State has brought home to us this truth, that in the preparation of elementary teachers advanced studies of the college type are no fit substitute for thorough mastery of the common branches.

Should Grant Professional Degrees Only

The college gives degrees. Our ambitious youth have come to regard the degree as a symbol of intellectual attainment; as a badge of honor and distinction. We must grant them; yet there is no one of us, I suspect, but at times regrets the extent to which this artificial incentive perverts and destroys the natural desire for knowledge for its own sake. The degree from a professional school, whether of law, medicine, divinity, or education, should be distinctly a professional degree. Some of us upon finding that we are colleges with legal power to grant degrees, copy the degrees of the liberal arts colleges. Such degrees, while eminently respectable, are colorless. We should stand by our guns and resolutely assert the dignity and worth of our professional education. We should have faith that we can make our own degrees worth while, rather than seek to share the prestige that liberal arts colleges have won for B. A. or B. S. or Ph. B.

Let us examine in greater detail what a professional degree should stand for, or, in

other words, what is meant by a "trained teacher."

Three factors contribute to the accomplished teacher—natural aptitude, education, experience. We still hear much of the born teacher, but in teaching, as in all other callings, native talent is developed by studies and perfected by experience.

We use the term "teacher training" because we recognize that teaching is an art in which skill is to be acquired, rather than a science of which knowledge is to be gained. Yet we think all of us would rather use the broader term, the education of the teacher, which implies a rational art resting upon scientific principles and a larger play of individual initiative.

Necessary Content of Professional Education

What should this education include? As a basis there should be a liberal high-school education, with chief emphasis laid upon English, the natural sciences, and the social sciences, with due attention to music, drawing, and handwork. The professional education should include:

1. A study of how children learn, with especial attention to the relation of sense perception to imagination, to conception and judgment; the relation of attention to interest, of interest to knowledge, the motor tendency of ideas as revealed to imitation, the laws of habit formation, the feelings and sentiments as creating desire and moving the will. (Psychology.)
2. A study of the principles of teaching, of classroom procedure, as observed in superior teachers and justified by psychological laws. (General method.)
3. A study of the school, its structure and administration as the organized instrument of education. In this study are included school buildings and their equipment, and all questions of school hygiene with their basis of physiology. (School management.)
4. An inquiry into educational aims, and the functions of the various studies, school exercises, and school appliances as factors in the development of the child, and the realization of our educational ideal. (Principles of education.)
5. A study of the various historic systems of national education; the work of educational reformers, of the origin of the forms, methods, maxims, and studies that prevail in our schools. (History of education.)
6. A reexamination and reorganization of the branches to be taught from the standpoint of the developing interest and aptitudes of the child. (Special methods.)
7. Further practice in the schoolroom arts—drawing, construction, singing, reading, writing, and public speaking—to improve the teacher's personal skill, to afford a better example for imitation, and to

enable him the better to teach others. (The school arts.)

8. Studies in sociology, ethics, economics, history, literature, and natural science, subjects for grown-ups, that will minister to the deepening interests of the teacher's life, and promote his insight into the aims and the problems of education. (Cultural studies.)

9. Observation and discussion of skillful teaching, and increasing participation by the young teacher under sympathetic guidance and constructive criticism of his lesson planning, and of his conduct of the various types of recitations, to the end that correct teaching habits may be formed. His voice, position, manner, dress, should be, if necessary, objects of friendly criticism. If he repeats answers, tolerates slovenly or lazy attitudes in himself or his pupils, is inaccurate in speech or written work, or permits these things in his classes, if he is neglectful of the physical condition of his pupils, or fails to adjust himself to individual needs or peculiarities, if his own lessons and assignments are not carefully prepared and fairly well executed, he still needs the help of the supervising critic. (Practice teaching.)

10. Personal contact with skillful teachers, men and women of fine personality, of high character and consecration, through whose inspiration and leadership the young teacher may be stimulated to a resolute endeavor to attain the highest possible excellence.

Education Continues Throughout Teacher's Life

These are some of the chief lines along which the professional education of the teacher moves—an education that begins in the teacher-training institution and which should continue until he enters upon his pension—his final reward in the temporalities of this world.

The normal school in its program and in its instruction has recognized the value of the 10 points that have just been stated. The attention given to the learning process and the teaching process, to school organization and management, to the thorough mastery and professional organization of the common branches or other branches to be taught, to the schoolroom arts, to observation and practice teaching has sharply distinguished the normal school from other institutions where teachers have been educated. In becoming a teachers' college the normal school must not lose this distinctive character. The longer curriculum will enable it to devote more time to the so-called cultural studies, but even these should be taught as to teachers. It is not proposed to build upon the two-year normal-school curriculum two years

of college work as a secondstory. All the other lines of work, as well as the cultural studies, should receive increased time and attention. The treatment should be more scientific, appealing less to mere memory and imitation.

At the present time there is a movement in the State of Virginia to change its normal schools to teachers' colleges and to confer degrees. The chief obstacle is the fear that the teachers' college will become like other colleges teaching its freshmen Latin, French, trigonometry, and European history, heading them all toward high-school teaching.

We must recognize as a fundamental idea that college work is not such because of the subjects studied, but because of the age, attainments, and intellectual grasp of its students and because of the aim and method of the study. There are only a few of our so-called college subjects apart from the foreign languages that are not rooted in the elementary school. The basic data of physics and biology, geography, history, and government, psychology, ethics and economics, are found in the everyday experiences of childhood and youth. The elementary-school method and material in history, geography, science, or literature are notably different from the material and method of these subjects in high school or college. For example, children are interested in the color of birds' eggs as novel, interesting, or pleasing facts. To the college students likeness in coloration may suggest common ancestry as with the bluejay and crow, or protective resemblance, or some other factor in the struggle for existence that has determined the course of evolution in arriving at the particular form.

It is the type of question that is to be answered by a comparison of facts that determines whether a subject is being taught on the elementary-school level, the high-school level, or the college level.

Teachers' College Retains Professional Character

In the teachers' college the same subjects will be studied as heretofore in the normal school, but more distinctly on what we are now calling the college level. Hence the teachers' college will not lose its professional character. It will provide for the kindergarten, as well as for the future college professor. Even shorthand and typing, when pursued in a curriculum for the training of commercial teachers, may count toward a degree as truly as the manual exercise of thumbing a lexicon, which has occupied so large a space in the actual education of teachers of Latin. In other words, any four years of work beyond the high school that is consistently planned to fit a teacher for a definite function in the public-school system should be awarded a professional de-

gree. There should be no insistence upon two years of foreign language, or a year of higher mathematics, or even freshman English as a universal requirement, unless these required studies actually function as prerequisite or vital factors in the particular curriculum of the teacher.

Our State normal schools have generally grown away from the one general normal-school curriculum. We offer for high-school graduates two-year and three-year curriculums for teachers of lower elementary grades, for upper elementary grades, for teachers of village high schools and in some schools for special teachers of the kindergarten, music, the fine arts, the industrial arts, home economics, agriculture, commercial branches, and physical education. The teachers' college system of a State will extend these to four years as fast as its means and the number of students will justify.

Differentiation of Curricula

A four-year curriculum for principals of elementary schools will include most of the courses taught to lower-grade and to upper-grade teachers. A curriculum for village principals and for superintendents of our smaller school systems will be a broad curriculum including some work in each major subject in the grammar school and high school along with courses in school administration. The curriculum for high-school teachers should contain a central core of studies in psychology, general method, high-school teaching, high-school administration, English, and the school arts, and beyond that a set of major and minor groups of courses that prepare the student for particular areas within the high-school field.

The practical excellence of a teachers' college depends upon its training school, its equipment, its organization, the intelligence, spirit, and skill of the training teachers. This is the most important feature of the entire institution; all other departments should face toward it; all instructors should be familiar with it and frequently visit it; many should use it for observation lessons in connection with their courses; all should expect to find in the resourcefulness, the insight and skill of the student teachers the practical test of their own instruction.

Next to the practice teaching rank the so-called courses in special method. To call these courses in arithmetic, history, geography, algebra, physiology, and the like method courses implies that they have little to do with subject matter. This is a misleading inference. "It is useless to practice with a knife and fork unless there are victuals on the plate," said Huxley. We must find the method in the subject as well as in the psychology of the pupil. Hence these courses should

contain the subject matter that the student is sure to teach. The prospective teacher of mathematics has studied geometry in the high school, but it is wrong to presume that he can teach it if we proceed to give him trigonometry and analytics and calculus. He needs to learn his geometry better, to acquire a good deal of new knowledge relating to it, to see the reason for an inductive approach, for the classification and order of the propositions, problems, and exercises, to understand the educational value of the subject and the reasons for retaining it in the high-school curriculum.

The teacher of nature study is not equipped for her work by the study of biology in high school and college; nor is the teacher of general science by the general courses in physics and chemistry. The particular subject matter must be selected, arranged with reference to its availability at different seasons in the year, the mode of handling it in class exercises taught.

The various courses taught under the general title of education will vary somewhat in the different curriculums. The curriculums intended to prepare principals and superintendents will contain the largest amount, but even in these there should not be more than 25 per cent of the entire curriculum devoted to this work.

Study Facts and Principles First

The history of education that has bulked so large in the programs of colleges has received a prominence all out of proportion to its value to the young teacher. The historic approach to any subject may not be the best approach, whether it be to science, literature, economics, sociology, music, or education. We should first study the facts and principles of the subject as we find them to-day; later we may take up the history of it to find how things came to be as they are, and whether it is wise to alter existing practices that reason can not justify.

I can not close this paper on the normal school as a collegiate institution without pointing out one important difference. The modern college selects its instructors largely because of their general scholarship, chiefly because of the original "contributions" that they have made to the sum total of published knowledge. Hence, doctors of philosophy are sought for professional chairs. The normal school must look rather to personality and skill in teaching. In spite of all our precepts, our students are going to teach in the main as they have been taught, so powerful is unconscious imitation in determining human conduct. There is a vast deal of truth in the oft-quoted saying: "It makes little difference what you study so long as you have the right teacher."

Ohio Rural Schools Transformed Under 1914 Code

Excellent Work of Professional County Superintendents Principal Factor in Improvement. Special Districts and Small Village Districts Fast Disappearing. More than 1,000 Consolidated and Centralized Schools in State

By GEORGE M. MORRIS
State Rural School Supervisor for Ohio

A SURVEY of the Ohio schools was made in 1913 and duly reported. This survey caused the general assembly to attempt to improve school conditions in the State. In 1914 a Rural School Code was enacted, the outstanding provisions of which are State directory authority, supervision of the county schools, teacher training, and State financial aid.

In each of the 88 counties of Ohio there is a superintendent of the county schools. Many of the counties have employed assistant superintendents or supervisors of teaching. The superintendents and supervisors are employed by the county board of education, the members of which are elected by the electors of the county. All but five of the county superintendents are college graduates, and all are doing creditable work. Only cities and villages of 3,000 or more population are exempted from the county school system.

Rural High-School Teachers College Graduates

Teachers.—In 1914 not more than one-half the teachers in rural elementary schools were graduates of high schools and only about 50 per cent of the rural and village high-school teachers were college graduates. About 60 per cent of the teachers had taught five years or less, and fewer than half the rural elementary and high-school teachers had normal-school training. Now, 1923-24, nearly all the elementary teachers have had a year or more of normal-school training in addition to being a graduate of a four-year high school. The rural high-school and village high-school teachers are graduates of normal schools and colleges having four-year courses including training courses for teachers.

The teaching in all the schools of Ohio is much better now than it was before 1914, and the improvement is due largely to the improved supervision.

Annual salaries of teachers.

	1914	1923
Elementary schools.....	\$400	\$945
High schools.....	700	1,350

Buildings and equipment.—But few schools buildings were adequate and fit for proper school activities, and they were poorly equipped. Many of the one-teacher type have not been improved much since 1914. In 1914 there were near 12,000 one-teacher buildings in Ohio, but now, 1923-24, there are about 6,000 such buildings. More than 1,000 consolidated buildings have supplanted the old type buildings, and they are modern and adequate to house the pupils and to provide needed school activities. Nearly all the new buildings have gymnasiums and auditoriums.

Parent-Teacher Associations Contribute to Success

In nearly all these communities a Parent-Teacher Association has been organized through the influence of the county superintendent. These associations are contributing to the success of the school and to the general welfare of the community.



Districts.—Prior to 1914 the rural school districts were township, village, and special. The county board of education may now create school districts from two or more districts or parts of districts. This authority has been enforced in the counties where consolidation has been accomplished. The leader in all cases has been the superintendent of the county schools, helped by his assistants. The special districts and small village districts are fast giving way to the larger rural school districts. This means efficiency in school work.

Consolidation.—In 1914, in Ohio, there were 40 centralized schools, and now there are more than 1,000 consolidated and centralized schools. Fifteen of the 88 counties have fewer than 15 one-teacher schools and 5 counties have none. The work of consolidation is going on in a satisfactory way. Four-year high schools of the first grade are conducted in these new school buildings.

Pupils.—In round numbers, there were enrolled in 1914 in the rural elementary schools 300,000 pupils, and in rural high schools 9,000 pupils. In 1923 the enrollment had increased to 430,000 rural elementary pupils and 72,000 rural high school pupils.

Rural high schools.—The following table gives the distribution on the basis of enrollment for 1923-24 of the recognized high schools in Ohio which are under county supervision. Of the 1,186 high schools, 1,017 are in the county systems. The total number of four-year high schools in the State is 909.

High Schools Are Generally Small

Fifty-five per cent of the first-grade high schools in the county systems do not have an enrollment greater than 75. Only 10 per cent have an enrollment that is above 150. Sixty-seven per cent of all high schools in the county systems have an enrollment of 75 or below; 45 per cent have an enrollment of 50 or below.

Enrollment.	First grade (4-year high schools).	Second grade (3-year high schools).	Third grade (2-year high schools).
1-25.....	7	79	81
26-50.....	190	100	5
51-75.....	215	9	
76-100.....	135	3	
101-125.....	87		
126-150.....	32		
151-200.....	48		
201-300.....	25		
301-400.....	1		
Total.....	740	191	86

Summary.—The improvement in educational conditions in Ohio since the enactment of the New School Code in 1914 is due largely to the untiring efforts and good judgment of the county superintendents, the real heads of the county rural schools.

All county superintendents cooperate and function properly with the State department of education. It has been possible for the State by the assistance of the county superintendents to vitalize the school courses to include agriculture, home economics, manual training, and business courses, as well as to standardize both elementary and high schools for efficiency.

Schools Not Dependent on Federal Funds

More than 100 Smith-Hughes agricultural schools and a few more than 30 Smith-Hughes home economics schools are in operation in the rural school districts of Ohio, and many other similar schools are supported by local and State funds.

Some duties of county superintendents.—

(1) To examine and certificate teachers; (2) to teach in the county normal school; (3) to name the teachers for teaching positions; (4) to advise his boards of education; (5) to act as clerk of the county board of education; (6) to visit, inspect and supervise; (7) to assemble the teachers, supervisors, assistant superintendents, for conferences on courses of study, discipline, school management and other school problems; (8) to recommend to boards of education textbooks, courses of study, and school equipment; (9) to direct the training teachers in their teacher-training work; (10) to make educational reports to county auditors and to the State department of education.



Preparation for Teaching Subnormal Pupils

To prepare teachers to take charge of classes for subnormal and delinquent children and to assist public-school authorities in any part of the State to classify children and to organize special classes, the State of Ohio maintains a bureau of special education at Dayton, established by special act of the legislature in 1920, and later affiliated with Miami University. At this bureau teachers may study clinical psychology and psychopathology, subnormal children, and monumental arts for handicapped children. They have also the opportunity for observation and practice teaching under supervision in classes for defectives and for training under supervision in laboratory examination of various types of children. Credit for 15 semester hours work is given at Miami University for the full course. This course is given every semester and a shorter course in the summer. A branch of the bureau is maintained in Cleveland for teachers in the city schools.

Chicago Meeting of Department of Superintendence

Fewer General Sessions and More Emphasis on Section Meetings. Shorter Elementary Courses and All-Year Schools

RECENT achievements in public education and the next forward steps will be discussed at the annual meeting of the department of superintendence, National Education Association, which will be held at Chicago, February 23-28. To allow a greater amount of personal participation in the discussions, the membership of the department has been distributed in a large number of groups, which will meet at various times throughout the week. Only four general sessions will be held, instead of six as in former years, and section meetings of special merit will be substituted. On Thursday morning 11 section meetings dealing with problems of supervision and administration will be held, with programs arranged around such subjects as junior high schools, improvement of teachers in service, health education, and community relationships of school system. As part of the plan to emphasize section meetings, the superintendents grouped according to the population of their cities will hold two meetings instead of one.

Educational Fads as Fundamentals

Educational expenditures considered as investments will be taken up by E. C. Hartwell, superintendent of schools, Buffalo, N. Y., at the general session Tuesday morning, and O. L. Reid, superintendent of schools, Youngstown, Ohio, will speak on educational fads as fundamentals. Relations of the superintendent of schools to the teaching corps will be discussed by Mrs. Susan M. Dorsey, superintendent of schools, Los Angeles, at the Thursday afternoon session. At the same session John H. Beveridge, superintendent of schools, Omaha, will speak on some hazards of the superintendency, with special reference to the steps that should be taken to protect the office of the superintendent and to make it more highly professional. School board organization will be considered by J. W. Studebaker, Des Moines, Iowa.

Frank P. Graves, commissioner of education, New York, will tell of recent achievements and consider the next forward steps in rural education, and J. W. Abercrombie, State superintendent of education, Alabama, will speak on national obligations in education. Other speakers at the general sessions will be Olive M. Jones, president of the National Education Association; P. P. Claxton, superintendent of schools, Tulsa, Okla.;

Lotus D. Coffman, president, University of Minnesota; Florence Allen, judge of the Ohio Supreme Court; and William Mather Lewis, president, George Washington University.

Money Saved by Lengthened School Year

Possible economies in the school system will be discussed by the superintendents of cities with a population greater than 200,000. That a great saving of the taxpayers' money and better educational results can be brought about through a lengthened school year is believed by many superintendents where the longer school year has been tried, and the economy of the longer school year will be shown by David Corson, superintendent of schools, Newark, N. J., where a number of "all-year schools" have been operated successfully for more than 10 years. Economy through general organization within the schools will be explained by I. I. Cammack, superintendent of schools, Kansas City; Chas. L. Spain, business manager, Detroit schools; and Carleton W. Washburne, superintendent of schools, Winnetka, Ill. Economy through central business administration will be considered by R. G. Jones, superintendent of schools, Cleveland. Ways of improving the service offered by the schools will be suggested by three superintendents, E. C. Hartwell, Buffalo; J. J. Maddox, St. Louis; and Jesse H. Newlon, Denver.

That a seven-year elementary-school course is sufficient preparation for high school will be argued by several leading educators at a session devoted to this question by the department of elementary school principals. It is expected that C. A. Ives, State high-school inspector, Louisiana; Charles H. Judd, University of Chicago; and George Melcher, assistant superintendent of schools, Kansas City, will present information showing that pupils trained under the shorter course hold their own with other pupils in high school and college.

Many Affiliated Organizations Will Meet

Among the other associations which will meet during the week are the City Training School Section, the Department of Vocational Education, the Council of Kindergarten Supervisors and Training Teachers, the Educational Research Association, the National Association of High-School Inspectors, the Department of Deans of Women, the National Association of Secondary-School Principals, the National Council of Primary Education, the National Council of State Superintendents and Commissioners of Education, the National Society for the Study of Education, and the National Society of College Teachers of Education.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

APOLLONIO, THORNTON D. Boston public schools, past and present, with some reflections on their characters and characteristics. Boston, Wright & Potter [1923] 166 p. front., plates. 8°.

Gives a bird's-eye view of what has been accomplished in the Boston school system during the past quarter of a century, describing some of the important changes that have taken place. The narrative, however, occasionally makes brief excursions into earlier periods. The writer makes rather intimate observations upon men and measures of the Boston schools, and his pages are often enlivened by humor. In summing up, he finds that the greatest need of the school system is spiritual development—a greater appreciation of truth.

ATHEARN, WALTER S. The Indiana survey of religious education: vol. one. The religious education of Protestants in an American commonwealth by W. S. Athearn, E. S. Evenden, W. L. Hanson, and W. E. Chalmers. New York, George H. Doran company [1923] 580 p. plates, charts, tables. 8°.

This Indiana survey is conducted by the Institute for social and religious research, New York, and directed by Mr. Athearn. The present volume gives a full analysis of the quantity and quality of the religious education of Protestants in the state of Indiana. Because of the methods of analysis and interpretation used in this survey and because Indiana may be said to represent in a general way a large section of the United States, it is believed that this book will be of value to religious leaders of other states and to technical students of education who are planning similar inquiries in other sections of the country. W. S. Athearn prepared this volume except the following: Part two, on church buildings in Indiana, is by E. S. Evenden. Part four, dealing with child-accounting and recording, is by W. L. Hanson. The final chapter, discussing denominational supervision and promotion of religious education in Indiana, was prepared by W. E. Chalmers.

COLLINGS, ELLSWORTH. An experiment with a project curriculum. With an introduction by William H. Kilpatrick. New York, The Macmillan company, 1923. xxvi, 346 p. front., plates, tables, diags. 8°.

The results of an experiment conducted in three rural schools located in McDonald county, Missouri, are given in this volume. One school, known throughout this report as the experimental school, used a curriculum selected directly from the pupils' purposes in real life. The other two schools, called the control schools, used a traditional subject curriculum such as is generally employed in American rural schools. The object of the investigation was to interpret and state the basic ideas implied in the concept of project method as formulated by W. H. Kilpatrick and to use them in the enterprise of rural education. The results of standardized tests applied to the children during a four-year period seem, in every case, to show superiority for the experimental-school group.

DAVIS, CALVIN OLIN. Junior high school education. Yonkers-on-Hudson, N. Y.

World book company, 1924. xi, 451 p. illus., plans, tables. 8°.

This is a comprehensive treatise dealing with all aspects of junior high school education. After discussing various definitions of the junior high school and stating the writer's conception of it, the historical development of the junior high school movement is traced. The four aims of the movement are stated to be to humanize the education of adolescents, to economize school time, to prevent unnecessary withdrawals, and to further the cause of democracy in education. The program of studies is then taken up, both in general and by special departments. Chapters are included also on administration, collateral activities, the junior high school building, and on the standards prescribed by various authorities for evaluating junior high schools. In discussing the outlook for the future, the author says that the junior high school plan has demonstrated its practical success, and he is convinced that it has come into the American educational system to stay. In guiding the future development of the plan to enlarged usefulness, the application is necessary of certain pedagogical principles which this book aims to present for the information of school officials and others interested. The Appendix comprises a selective bibliography, lists of junior high school textbooks, and reading lists and study helps.

FRANZ, SHEPHERD IVORY. Nervous and mental re-education. New York, The Macmillan company, 1923. ix, 225 p. illus., tables. 12°.

The author of this book is director of laboratories, St. Elizabeth's hospital, Washington, D. C., and professor of psychology in George Washington university. He points the way to the rehabilitation of men or children who are crippled either because of nervous or mental disease or injury. The book deals with the cases of those disabled in industry as well as of those who have been injured in war. It is also of interest to those occupied with child welfare, especially teachers and principals who have crippled children in their classes. By reeducation the author understands the establishment of new habits, or the reestablishment of old habits that have been lost. Habits in general are discussed and classified, and the sound psychological principles underlying their economical formation are clearly outlined. Methods of procedure in general reeducation work are also presented.

HASKINS, CHARLES HOMER. The rise of universities. New York, H. Holt and company, 1923. ix, 134 p. 12°.
(Brown university. The Colver lectures, 1923.)

This volume contains three lectures by Prof. Haskins on the subjects of the earliest universities, the mediæval professor, and the mediæval student. They constitute a general survey of the beginnings of universities and of university life in Europe, with many quotations from the original documents of the period. At the end is a bibliographical note which will serve as a guide to those who may wish to read further in the literature of early universities.

LA RUE, DANIEL WOLFORD. The child's mind and the common branches. New York, The Macmillan company, 1924. x, 483 p. illus. 8°.

This manual of practical educational psychology views the process of teaching the common-school subjects to children as the forming of bonds in the brain, and undertakes to show how the best results may be accomplished.

PAULU, EMANUEL MARION. Diagnostic testing and remedial teaching, with introduction by Lotus D. Coffman. Boston, New York [etc.] D. C. Heath and company [1924] xvii, 371 p. incl. tables, diags. 12°.

The author of this book is associate professor of education in the State teachers college, Aberdeen, South Dakota. The volume undertakes to show how educational tests can actually be applied by the classroom teacher and the school administrator in their daily work. It is devoted entirely to the practical application of tests by methods approved by experience, and neither deals with statistics nor attempts to interest teachers in devising new instruments of measurement.

PICKETT, LALLA H., and BOREN, DURALDE. Early childhood education. Yonkers-on-Hudson, N. Y., World book company, 1923. viii, 220 p. illus. 8°.

Recent progress in theories and practices of primary education is reflected in this book, which discusses the principles underlying early childhood education and presents many concrete illustrations showing what these principles mean and how these ideals may be realized in the schoolroom. The experiments here recorded in detail were carried out with three groups of children.

STRAYER, GEORGE D., and HAIG, ROBERT MURRAY. The financing of education in the state of New York. A report reviewed and presented by the Educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1923. xiii, 205 p. tables, diags. 8°.

This first volume to appear of the Educational finance inquiry seeks to present a sound formulation of the principles involved in financing education, by a thorough study of conditions within one state. New York state was chosen because of its unusually complete fiscal records, and because it presents almost every possible form of school economic condition, type of community, and geographical area. While educational costs in New York state have risen rapidly, the investigation shows that this rise has not been as rapid as the rise in total taxation within the state (including federal taxation), nor have educational costs risen as rapidly as those of certain other governmental activities. It seems likely that educational costs in the state will remain high or increase still further in the future. It is found that the expenditures for public education in the state of New York have increased since 1910 at a more rapid rate than the economic resources of the state.

WOODY, THOMAS. Quaker education in the colony and state of New Jersey. A source book. Philadelphia, University of Pennsylvania, The Author, 1923. xii, 408 p. front. (map) illus., facsim., diags. 8°.

For the use of students of the history of education, this writer gives a rather full account of the rise and development of the Friends' schools in New Jersey, with liberal selections from the original records. Since the purpose throughout has been historical, no survey of Quaker schools of the present day is here attempted.

What Supervision Has Done for Montgomery County

Populous County of Alabama Formerly Contained Only Small Isolated Schools. Pupils Spent Years in Mechanical Grind in Few Books. Good Roads and Consolidation now Permit Effective Supervision and Teaching

By CORA PEARSON

Superior of Elementary Schools, Montgomery County, Ala.

ALTHOUGH it is generally acknowledged that the task of the supervisor is the improvement of classroom instruction, it must be conceded that there are many factors contributing to the achievement of this goal. No two situations are the same, and it is difficult to measure in general terms just what has been accomplished, for much of it is intangible and can be appreciated only by those in the field. However, there are a number of evident ways in which the schools of Montgomery County have advanced, due largely to supervision.

We must turn our minds backward a few years to the time when the school system of the county was made up of a number of small schools, most of them taught by one teacher, each a detached unit with hardly any contacts with other schools. Having no particular goals and in most instances no definite ideals, the lives of the pupils were spent in a mechanical grind through a few books hardly realizing that an outside world existed. Skillful administration has combined those little schools into a fine consolidated system. This has made possible a type of supervision which can not otherwise exist in a rural-school system. Not only is the supervisor able to reach the schools oftener, but she can spend more time when she does go. Good transportation facilities make it easy to assemble all the teachers or groups of them as often as may be desired. In addition, the supervisor is able to answer any immediate need which may arise. Through these conditions and the fact that there have been definite goals from the standpoints of both administration and supervision, there has come to exist on the part of the Montgomery County system a spirit of pride and loyalty which might be coveted by any educational leaders. This is evident in every undertaking either by the whole system or by an individual school.

Half the Teachers Study in Summer

For illustration, for a number of years every teacher in the county has been enrolled as a member of the Alabama Educational Association, and every one was at one time enrolled in the National Edu-

cational Association. Another very gratifying thing is the attitude shown toward professional growth. During the past summer 50 per cent of the teachers were in schools for professional training. At present almost three-fourths are engaged in some kind of organized study, some doing extension work, some reading circle work, and others correspondence work. Those who are not studying this winter were asked not to take on other work for different reasons, mainly because they had done such strenuous summer work, and are carrying heavy loads for the winter. One of the great evidences of real growth is the use they are making of the supervisor. This is particularly true of teachers who have been in the system for some time and have learned that she is a friend and helper. In addition to the professional aid, they confide in her in many other ways, thus making her able to meet personal needs in their lives, which indirectly contributes to their strength as teachers.

Happy, Wholesome Spirit Is Impressive

Another evidence of effectiveness in supervision is the attitude of the children. One is impressed at once with the happy, wholesome spirit which exists among them. This comes from good physical habits, good physical environment in the school, but more than all from the fact that the teachers and supervisors are trying to put into practice the principle that it is the child who is to be taught and not the subject matter, and that the more nearly we can make the schoolroom a living place the happier and abler the children will be. The supervisor is often met with such expressions from the children as, "We are so glad you came today. We've been looking for you." "We want you to see what we have been doing." Often when the supervisor is sitting in the room they show her work and tell her of their plans.

The real test of a supervisor's work is what she is able to accomplish in improving classroom instruction—to develop artistic, efficient instructors. There are a number of agencies through which any supervisor works to accomplish this end. With any or all of these, however, she

must steadily keep in mind the individual differences and the many types of teaching situations. The three agencies most generally used in this country are classroom visits, demonstrations, and teachers' meetings.

Reading Tests Arouse Spirited Rivalry

At the beginning the greatest problem in instruction to be met was that of reading. It was found very difficult to get the teachers to realize the need. In order that it might be made very definite the Thorndike-McCall Reading Test, Form 2, was given to every school in the county, beginning with the third grade and going through the sixth. The supervisor gave the tests and scored them. When the findings were reported each teacher was asked to make a graph for her grade, one which could be easily interpreted by the children. These were posted in the rooms. No grade in the county reached the norm and many were one and two years below, many individuals falling even lower. This aroused both teachers and children, and knowing that another test would be given in the spring, they set to work with right good will.

Every available help on the subject of reading was in demand. Group conferences were held in which ways, means, and progress were discussed. On every hand the supervisor found interest and work. Both teachers and children were anxious that she should hear them read, and called attention to records of informal tests which they were keeping. As might be expected, there was a showing of marvelous improvement in results from the spring test. The children and teachers could hardly wait for the time for the test to be given, and in a few instances asked permission to buy another form of the test themselves and give it. Often when the supervisor would tell them that she had come to give the test they would clap their hands. In only one grade was no progress shown; in at least two-thirds of them there was a very satisfactory improvement and in a few of them a marvelous jump. The children were pleased to see the difference. At intervals other forms of this test are given and our reading is steadily improving.

Arithmetic Strengthened in Speed and Accuracy

The arithmetic work was found to be weak in both speed and accuracy. The Woody-McCall Mixed Fundamentals was used to show the status in this subject, showing us far below standard. This led to the same kind of interest and effort as in the case of the reading.

Oral and written composition have received steady attention all along. Last year a Good-English Drive was put on in which there was a great deal of

interest. The purpose of this was an organized effort to build up a stronger conscience for a correction of a few very common errors, hoping for it to carry over into an attack on others. In many instances now the supervisor can see evidences of consciousness of an incorrect expression. However, it has not been allowed to generate into fault-finding which makes the timid child afraid to talk.

Most of the written composition has centered around letter writing. Teachers have become very quick to use an opportunity for motivating this. Just a few days ago the supervisor was in a fourth-grade room during an English lesson. The teacher said, "I had planned something else to-day, but I am going to change because I'm sure you will want Mary to know you are thinking of her. You know her uncle is dead and I am sure she is sad." The children fell into the plan and were soon absorbed in writing the letter.

Aside from improvement in definite subjects, teachers are thinking in larger units, and using life situations more as bases for their work. A fifth grade wanted to find some plan for bringing happiness to others at Christmas. It resulted in a Christmas tree for little ones from the Children's Home. All plans were made and carried out by the children, but of course the teacher found many opportunities for practical work. Another group of children were enjoying "Tom Sawyer." One day when the arithmetic period came the teacher said, "Let's make some problems from Tom's experiences." This resulted in some good arithmetic without the children's ever feeling that it was work. Sometimes a problem like the following is used: "Let us find out which is more profitable for Montgomery County, the growing of cotton or the raising of livestock."

While we feel that supervision has contributed definitely to the progress of education in Montgomery County, we realize that much remains to be done. Perhaps our most definite measure of progress is that our visions are broader and our goals greater because we have come thus far.

Classes for subnormal children are maintained with the assistance of State funds in nine States—Missouri, Minnesota, Montana, Wisconsin, Pennsylvania, New York, New Jersey, Connecticut, and Massachusetts. In all of these States the money is given with the provision that the classes must be properly organized and only teachers with special training placed in charge of them.

Superintendent Should Be the Best Teacher

State Supervising Agents of Connecticut Hold Midwinter Conference. Teaching Side of Superintendent's Work as Important as Administrative Side. Attention Urged to Salaries in One-Teacher Schools

DEMONSTRATION of the importance and efficacy of the position of supervisor or superintendent as an expert teacher, as well as administrative officer, was stressed at the mid-winter conference of the Connecticut State supervising agents held at Hartford December 27, 28, 29, 1923. "The superintendent should know more about the principles of teaching than any teacher in his system," said F. W. Wright, director of elementary and secondary education and normal schools of Massachusetts, and as evidence of the growing realization of this function he pointed to the preponderant emphasis upon curriculum construction in both the last and the coming meeting of the Department of Superintendence of the National Education Association.

It was urged that objectives should be more clearly conceived and set forth, and that greater attention be given to teachers' meetings for the purpose of training in service. Mr. Wright was supported in his contentions by Dr. Zenos E. Scott, of Springfield, who showed how it is possible for the superintendent of a large system to become a dominant factor in the supervision of instruction.

Maude Keator, director of special education and standards, took up the subject of mental hygiene and the schools, and declared that the teacher needs to have a clear idea of mental soundness and to know the symptoms of mental ill health both in herself and in her pupils.

A plan of the division of physical education and health for a State-wide competition in town and rural schools was presented by the director, Dr. A. G. Ireland.

R. N. Brown, State supervising agent, described an experiment in classroom organization which some of the one-teacher schools in the town of Harwinton, Conn., are working out. The work involves planning for individual pupils,

continuous promotion by accomplishment units, pupil knowledge of aims and progress, and attention to pupil needs in accordance with their relative importance.

A large part of the conference was devoted to discussion of teacher training. It is the policy of the State department to require at least two supervisory visits monthly to each classroom. Demonstration teaching was discussed, and the use of the suggestion book, and teachers' meetings programs.

Another problem which received consideration was teachers' salaries. Looking toward the establishment of normal-school graduation as a State-wide requirement for certification by 1927, supervising agents were urged to give serious study to the problem of adequate compensation for teachers in rural towns, and especially in the one-teacher schools.

Dr. N. S. Light, director of rural education, summarized the problems relating to the supervising agents' work; Dr. Don C. Bliss, principal, State Normal School, Trenton, N. J., presented the possibilities in the graph in its relation to school administration, and Dr. Harold Rugg, Teachers' College, New York City, discussed the curriculum problems in the social studies.

The law offering rural towns the advantages of free supervision of schools was passed by the Connecticut Legislature in 1903. Any town having not more than 25 teachers shall upon application to the State board of education be provided with supervision of its schools. The acceptance of such supervision has never been made obligatory upon the towns. Nevertheless, practically every eligible town in the State is now served by a supervising agent paid and directed in his supervisory activities by the State board of education.

Nearly 200,000 students attend the 1,646 industrial and technical schools of Czechoslovakia. These schools include Czechoslovak, German, Magyar, Ruthenian, Czech, and Czech-German schools. They differ widely in the type of instruction offered, for the subjects taught range from architectural and electrical engineering to basketmaking, lacemaking, and embroidery. One group of schools prepares its students for trades working with wood, metals, glass, stone, clay, and textiles.

All-around culture for high-school teachers as well as detailed knowledge of their subjects was urged in the resolutions passed by the fifth International Congress of High-School Teachers held during the last week in August at Prague under the auspices of the Czechoslovak Ministry of Public Schools and Education. Delegates of 19 nationalities discussed such subjects as the training of teachers, the moral education of the young, and the relations between the school and the family.

Campaign Against Formidable Chinese Illiteracy

Clubs Organized and Volunteer Teachers Enrolled. Lantern Slides Used for Classes Too Large for Individual Instruction

AS A STEP in the education of China's 300,000,000 illiterates, who include about three-fourths of the population, leading citizens are conducting campaigns against illiteracy in several cities. These campaigns are carried on enthusiastically, with mass meetings, parades, closing of shops, elaborate graduation exercises, and general publicity. In the city of Changsha, where the first campaign was held, a committee was formed of about 70 persons including business men, college presidents, editors, officials, clergymen, teachers, and students. The governor of the city issued a proclamation urging citizens who have illiterate children or apprentices to avail themselves of the opportunity to learn, and copies of this proclamation were spread broadcast. Hundreds of posters picturing China's need of education were put up, and many articles were printed in the newspapers, calling on literate citizens to assist in the campaign.

The committee obtained the services of 80 experienced teachers recruited from the staffs of Government, mission, and private schools. These teachers received no salaries, but their ricksha fares were paid by the committee. Several training classes were held to prepare the teachers for the work with illiterates.

Active Canvass for Illiterate Persons

Teams of high-school and normal-school students visited homes and shops to recruit illiterate persons for the classes. So many agreed to join the classes that recruiting had to be stopped after two-thirds of the city districts had been canvassed. More than 60 schools were organized in schoolhouses, churches, temples, clubhouses, private residences, and other meeting places. Classes were held six evenings a week in sessions lasting from one and a half to two hours. One hour of each session was devoted to reading and writing and the rest of the time to singing, playing, and lectures.

The lessons were based on a course prepared by a number of educators in cooperation. After several years of investigating the vocabulary of the people, these educators chose 1,000 characters or symbols representing the words most commonly used in daily life as a foundation for an education in the Chinese vernacular. Knowledge of these characters enables the pupil to write simple business letters, to keep accounts, and to read newspapers. This course, known as

"Foundation characters," is organized in 24 lessons, one for each day of the four-month course.

More than Three-fourths Pass Examinations

Twelve hundred boys and men attended the "Foundation-characters schools" faithfully to the end and took the final examination. Of these 967 passed, and these were given certificates by the governor of the Province. After a recess of two months another term was begun with 1,400 students, and four months later 1,010 of these successfully passed the final examination. Pupils from 6 to 42 years were enrolled, but more than four-fifths of them were between 10 and 20 years old. Other cities have followed the same plan with success.

The classes in the city schools were small, usually having a teacher for every 20 pupils, but in small towns it was found impossible to obtain enough teachers, so that larger classes were necessary. The school authorities at Kashing tried teaching 200 illiterates at a time by means of lantern slides. These slides showed the outlines of the new characters to be learned, the reading lessons as they appeared in the textbook, and colored pictures related to the lessons. High-school students volunteered to act as assistant teachers. Each of these assistants supervised a group of 20 pupils, helped with the written work, cared for supplies, kept attendance records, etc. The classes learned readily from the lantern slides.

You Should Play as Long as You Live!

At Least Four Hours a Day for Young Children; At Least Four Hours a Week for Adults

By WILLARD S. SMALL

Head of Department of Education, University of Maryland

HOW much play should you have? And what kind of play?

That depends on how old you are. If under 10 years old, you need at least four hours of active play each day. One hour at school—three hours at home or on the playground. In any up-to-date school you will be taught how to play the games which will make you strong and healthy. From 10 to 17 you ought to have some work to do; so your play time will be cut to two hours a day.

At school your physical director or your regular teacher will train you to play hard and be fair to the other players. First-class athletes are not cowards. They play to win, but win fairly. Good schools have athletics for every boy and girl. If you can't play on the first team, you will find a place on the second or the third or the fifteenth team; and it's almost as much fun and just as good training to be a winner on the third team as on the first.

And grown-ups from 17 to 100 years old: Four hours of active physical play every week is not too much for you and a daily ten minutes of setting-up exercises will add ten years to your life. If you get a good sweat every day from physical work you can get rid of the poisons that way. But whether you work with brain or body you need active, physical play each week to dust out the mental cobwebs and freshen your whole outlook on life. Take volley ball, handball, tennis, quoits. You can enjoy and get benefit from games like these as well at 60 as at 30.

Survey of Business Opportunities in Indiana

To plan a course of study for business education of all grades in Indiana schools and colleges, the United States Bureau of Education is making a survey of the opportunities for employment in the offices of industrial and mercantile establishments throughout the State. Assisting in this survey are representatives of the State department of education, of the State Chamber of Commerce, of the Indianapolis Chamber of Commerce, of several city school systems, and of leading colleges in the State. Dr. Glen Levin Swiggett, specialist in commercial education, United States Bureau of Education, is directing the survey.

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- Collegiate Rank of the Normal School - - - - David Felmley
- Music Taught Successfully in Rural Schools - - - - Hollis Dann
- Lessons in Birthdays of Lincoln and Washington - - Mary G. Waite
- "Beauty Is Its Own Excuse for Being" - - - - Bertha R. Palmer
- Progress of Dutch Education in 25 Years - - - - P. A. Diels
- Education of Deaf Children in London - - - - A London Correspondent
- Service of American Red Cross to Rural Schools - - - R. P. Lane
- Ohio Rural Schools Transformed Under 1914 Code - - - - George M. Morris
- What Supervision Has Done for Montgomery County - - Cora Pearson